

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/TMSSF/22	Course title: <i>Theoretical and Methodological Seminar (Profile course)</i>
Type, scope and method of educational activity: <i>1 seminar lesson a week</i> <i>Method of educational activity: combined</i>	
Number of credits: 4	
Recommended semester: <i>1st – 3rd</i>	
Study grade: 3.	
Prerequisites: -	
Conditions for passing the course: <i>Passing the course ends with an exam. The condition for granting 10 credits is individual work during the semester in seminars and written work;</i> <i>The task of the seminar work is to elaborate a theoretical-methodological topic, which should be related to methodological issues of elaborating a doctoral dissertation, it should also contain broader theoretical-methodological contexts and generalizations, which would develop an overview of doctoral students' competence. Emphasis is placed on the level of mastery of professional procedures applied in philosophy, the work is presented at the seminar.</i>	
Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less</i>	

Learning outcomes:

Basic knowledge

The student acquires knowledge and orientation in methodological approaches and concepts; can recognize his / her suitability for processing the topic of the dissertation; acquaints and is familiar with the methods of philosophical work; can reflect on theoretical and methodological issues related to the dissertation system and understand their broader contexts of the history of philosophy; acquire research methods; can master professional practices applied in philosophy;

Basic skills

The student gains skills of creative philosophical writing and speaking; can organize and lead a philosophical discussion; masters critical skills, promotes and arguments for his / her own opinion; has a motivation focused on responsibility and further education related to research issues; can independently advise, consult, generate, design and create new stimuli and approaches in his / her own research;

Basic competences

He/ She has the competence to solve his / her own problems on the basis of mastering the principles of scientific work; has the ability to use research methods and present new and sound strategies; is ready to systematically analyse a philosophical problem and choose the right methodological approach; can apply it to the practice of theoretical assessment and research responsibility; acquires methodological ability to recognize and methodically systematize knowledge, prepare, select, recommend and coordinate approaches based on them, organize, manage, recognize the right solutions and propose ways of their assessment and application in practice.

Course content:

*The phenomenon of science as a problem;
 Relationship of philosophy and science;
 Methods of philosophical analysis: positivist, hermeneutic, phenomenological, dialectical, existential, transcendental, pragmatic.
 Interdisciplinarity of philosophical work,
 Relations of philosophy and empirical sciences;
 Naturalism and anti-naturalism in the social sciences;
 The concept of image in a philosophical text;
 Narrative techniques in philosophizing;
 Theory of philosophical argumentation.
 Philosophical dialogue;
 The importance of philosophical theory for social practice.*

Recommended literature:

*Bielik, L. 2019. Metodologické aspekty vedy. Bratislava: UK.
 Černík, V. - Vicieník, J. 2004: Problém rekonštrukcie sociálnych a humanitných vied. Bratislava: Iris.
 Barker, G. - Kitcher, Ph. 2014. Philosophy of Science. A New Introduction. Oxford University Press.
 Humphreys, P. (ed). 2016. The Oxford Handbook of Philosophy of Science. Oxford University Press.
 Godfrey-Smith, P. 2003: Theory and Reality: An introduction to the Philosophy of science. Chicago: Chicago University Press.
 Balogová, B. - Bilasová, V. 2020. Vybrané metodologické otázky výskumu v sociálnej práci. Prešov: PU.*

Other recommended literature is derived from the topics of students' dissertations.

Language which is necessary to complete the course: Slovak, English

Notes: -

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0	0	0	0	0	0

Lecturers: *prof. PhDr. Viera Bilasová, CSc.*

Date of last change: 31.1.2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/DOKSSF/22	Course title: <i>Seminar for Postgraduate Students (Profile course)</i>
Type, scope and method of educational activity: <i>1 seminar lesson a week</i> <i>Method of educational activity: combined</i>	
Number of credits: 4	
Recommended semester: 2 nd -4 th	
Study grade: 3.	
Prerequisites: -	
Conditions for passing the course: <i>The course ends with an exam.</i> <i>At the end of the semester, the student has prepared a formal page of the thesis, a list of primary and secondary literature, an abstract of the thesis in Slovak and English, an introduction, a proposal for the content of individual chapters and a dissertation project ready for presentation and discussion.</i> <i>The condition for passing the exam is the submission of the dissertation project expressed in the formulation of the basic problem, goals, expected contribution of the dissertation, which is a preparation for the written dissertation and presents an overview of current knowledge, own theoretical attitude and contribution of the doctoral student, an analysis of the methodological procedure of solving the given problem. At the doctoral seminar, the position of the opponent in the presentation of the dissertation project is performed by the present supervisor and the participating doctoral students.</i>	
Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less</i>	

Learning outcomes:

The doctoral seminar is a platform for the formation and presentation of one's own approaches and the public opposition of the dissertation project, which is the basis for the elaboration of one chapter of the dissertation and registration for the dissertation exam. During the course, the student learns the principles of scientific work, is led to the study of relevant literature, researching the boundaries and aspects of the topic of the dissertation, the formulation of hypotheses, their elaboration, verification and presentation of achieved results in Slovak and English. In accordance with the program of systematic philosophy, the subject is focused on current problems of theoretical and practical philosophy, ethics and aesthetics.

Basic knowledge

After the course, the student is able to:

- *state and explain the general requirements for the creation of the dissertation*
- *orientate in the problematic field of systematic philosophy, especially in the thematic area of his / her dissertation*

Basic skills

After the course, the student is able to:

- *on the basis of acquired knowledge create a philosophical text with logical and precise formulation of ideas*
- *create a quality abstract in Slovak and English*
- *write an introduction to the dissertation*
- *correctly use individual methods of citation and referencing, recording bibliographic references*
- *work with scientific literature (with primary and secondary sources, search for information in information book databases) in Slovak and English*
- *in the field of philosophical translation within the topic of his / her dissertation put into context and decode the exact meaning of terms depending on their philosophical interpretation*
- *present and defend a research project of his / her dissertation*

Basic competences

After the course, the student is able to:

- *act academically in accordance with generally social behavior and adhere to the ethics of citation*
- *use research methods and present new strategies*
- *carry out qualitative research related to the topic of the dissertation;*
- *evaluate sources and obtained research results to conclusions in solving partial topics and research problems*
- *formulate a philosophical problem and defend adequate methodological procedures for its solution*

Course content:

General requirements for the creation of the dissertation (schedule, collection and processing of research material, methods of work, bibliographic research, study of literature, excerpts, theoretical background, text comprehension, critical thinking in reading, problem limitation, hypothesis development, determination of research methodology, goals and research tasks, research plan, conclusions, rules of bibliographic references, principles of academic writing). Working with scientific databases in English.

Deepening students' language competence with emphasis on the specifics of translation of philosophical texts.

Active use of modern information technologies in research as well as preparation for the implementation of research outputs in the pedagogical process and at scientific events in Slovak and English.

Principles of presentation of philosophical research to the professional and general public.

Principles of public presentation and opposition of philosophical projects.

"Gender gap" in philosophical research and possibilities of its elimination.

Recommended literature:

Antony, L., 2012. Different voices or perfect storm: Why are there so few women in philosophy? In: Journal of Social Philosophy, 43(3), s. 227–255.

Bednárová-Gibová, K., Zákutná, S. 2018. Terminological equivalence in translation of philosophical texts. In: Russian Journal of Linguistics. Roč. 22, č. 2, s. 423-435.

Čera, G., Čepel, M., Zákutná, S., Rózsa Z. 2018. Gender differences in perception of the university education quality as applied to entrepreneurial intention. In: Journal of International Studies. Roč. 11, č. 3, s. 147-160.

Eco, U., 2007. Jak napsat diplomovou práci. Praha: Votobia.

Evans, D. 2008. Semantic antipluralism: How to translate terms in philosophy. In: British Journal for the History of Philosophy, 16(1), s. 229–235.

Harris, D. 2020: Literature Review and Research Design. Routledge.

Katuščák, D., 2013. Ako písať záverečné a kvalifikačné práce. Bratislava: Enigma.

Kornuta, H. M., Germaine, R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond. Routledge.

Meško, D., Katuščák, D., Findra, J. a kol. 2005. Akademická príručka. Martin: Osveta.

Paltridge, B., Starfield, S. 2020. Thesis and Dissertation Writing in a Second Language: A Handbook for Students and their Supervisors. 2nd Edition. Routledge.

Paxton, M., Figdor, C., Tiberius, V. 2012. Quantifying the Gender Gap: An Empirical Study of the Underrepresentation of Women in Philosophy. In: Hypatia: A Journal of Feminist Philosophy, 27(4), s. 949-957.

Wentzel, A. 2018. A Guide to Argumentative Research Writing and Thinking: Overcoming Challenges. Routledge.

Zákutná, S. 2021. Kant on Teaching Philosophy and Education in a Cosmopolitan Manner. In: The Court of Reason: Proceedings of the 13th International Kant Congress (eds. B. Himmelmann and C. Serck-Hanssen). Berlin, Boston: De Gruyter, s. 1661-1666.

Smernica o náležitostiach záverečných prác, ich bibliografickej registrácii, kontrole originality, uchovávaní a sprístupňovaní.[online]. Prešov: PU. [cit. 27. 1. 2022]. Dostupné z: <https://www.pulib.sk/web/data/pulib/subory/stranka/ezp-smernica2019.pdf>.

Other recommended literature is derived from the topics of students' dissertations.

Language which is necessary to complete the course: Slovak, English					
Notes: -					
Course evaluation Total number of students evaluated: 0					
A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%
Lecturers: doc. Mgr. Sandra Zákutná, PhD.					
Date of last change: 5.2.2022					
Approved by: <i>prof. Mgr. Vladislav Suvák, PhD.</i>					

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/FHDSSF/22	Course title: <i>Hermeneutic and Phenomenological Reading of Text (Profile course)</i>
Type, scope and method of educational activity: <i>1 seminar lesson a week</i> <i>Method of educational activity: combined</i>	
Number of credits: 4	
Recommended semester: <i>2nd-4th</i>	
Study degree: <i>3rd</i>	
Prerequisites: -	
Conditions for passing the course: <i>Students are required to participate at seminar sessions.</i> <i>Oral presentation on a selected problem (0 – 30 pp).</i> <i>Semester project (0 – 70 pp).</i> <i>Final evaluation: max 100 points. The students achieving less than 50 points will not be awarded credits.</i> <i>Classification:</i> <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	
Learning outcomes: <i>Basic knowledge</i> <i>After the course the student acquires:</i> <i>mastering basic approaches to text interpretation (phenomenological and hermeneutic reading, historical problematization, etc.);</i> <i>ability to use basic approaches to the interpretation of the text independently and explain how it proceeds in revealing the meaning;</i> <i>language of modern phenomenology (Husserl, Heidegger, Patočka), hermeneutics (Gadamer); Historical Ontology (Foucault).</i> <i>Basic skills</i> <i>After the course, the student acquires:</i> <i>reconstruction of individual arguments that appear in the text; ability to follow the overall course of the argument as well as in re-evaluation of interpretation strategies etc.</i> <i>ability to elaborate his / her own interpretation procedures in a better manner on a basis of understanding of the interpretation strategies of individual texts;</i> <i>Basic competences</i> <i>After the course, the student:</i> <i>masters the basic procedures to be applied when working with a philosophical text</i> <i>develops systematic analytical procedures;</i>	

- can evaluate foreign and own interpretive performances on a higher level.

Course content:

The aim of the course is to acquaint students with phenomenological and hermeneutic approaches to text interpretation, which in addition to traditional means of approaches (logical analysis, integration of text into historical context, etc.) allow a more comprehensive assessment of several levels of text:

1. historical analysis of language and terminology used in the interpreted text based on current terminology (destruction, deconstruction, hermeneutics);
2. searching for an analogy between argumentation in the interpreted text and contemporary philosophical texts (historical ontology);
3. finding possible meanings of the text and possible text levels based on the context of the discussions in which the text was born;
4. problematization of the text in terms of current philosophical discussions (hermeneutics of presence).

Recommended literature:

Antisthenés. 2010. Úvodná štúdia, preklad zlomkov a komentár. Prel. A. Kalaš, úvodná štúdiu a komentár V. Suvák. Bratislava: Kalligram.

Foucault, M., 1991. Moc, subjekt a sexualita. Prel. M. Marcelli. Bratislava: Kalligram.

Foucault, M., 1994. Dits et écrits (1954–1988). 4 zv. D. Defert – F. Ewald (eds.). Paris: Gallimard.

Foucault, M., 2001. L'Herméneutique du sujet: Cours au Collège de France, 1981–1982. F. Gros (ed.). Paris: Seuil.

Foucault, M., 2003. Užívání slastí. Dějiny sexuality II. Prel. K. Thein, N. Darnadyová a J. Fulka. Praha: Herrmann & synové.

Foucault, M., 2009. Le Courage de la vérité. Le gouvernement de soi et des autres II. Cours au Collège de France (1983–1984). Paris: Gallimard/Seuil.

Gadamer, Hans-Georg, 2010. Pravda a metoda, I. Nárys filosofické hermeneutiky. Prel. D. Mik, Praha: Triáda.

Grondin, J., 1997. Úvod do hermeneutiky. Praha: OIKOYMENH.

Heidegger, M., 2008. Bytí a čas. 2. vyd. Prel. I. Chvatík - P. Kouba - M. Petříček - J. Němec. Praha: OIKOYMENH.

Heidegger, M., 2008. Rozvrh fenomenologické interpretace Aristotela. Přel. I. Chvatík. Praha: OIKOYMENH.

Larsen, Kristian & Pål Rykkja Gilbert (eds.), 2021. Phenomenological Interpretations of Ancient Philosophy. Leiden: Brill.

Patočka, J., 1996. Nejstarší řecká filosofie: Přednášky z antické filosofie. Praha: Vyšehrad.

Suvák, V., 2002. Koniec metafyziky a Platón. Prešov: FF PU.

Suvák, V., 2021. Foucault: Od starosti o seba k estetike existencie a ešte ďalej. Bratislava: Petrus.

Tugendhat E., Wolf, U., 1997. Logicko-sémantická propedeutika. Praha: Rezek.

Vlastos, G., 1995. Socratic Studies. Cambridge: Cambridge University Press.

Required language: Slovak, Czech, one world language (English /German/French/Russian)

Notes: Primary texts in scanned form will be available to students.

Course evaluation:

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturer: *prof. Mgr. Vladislav Suvák, PhD.***Date of last change:** 5. 1. 2022**Approved by:** *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/ELTFD/22	Course title: Philosophical and Ethical Issues in Literature (Profile course)
Type, scope and method of educational activity: <i>1 seminar lesson a week</i> <i>Method of educational activity: combined</i>	
Number of credits: 4	
Recommended semester: 3 rd – 5 th	
Study grade: 3.	
Prerequisites: -	
Conditions for passing the course: <i>The course ends with an exam (e) and obtaining 4 credits. The evaluation of the exam is based on mastering the written part of the exam (66% of the evaluation), as well as on the overall work of the student / semester (34% of the evaluation). The overall evaluation of the course is the sum of both of the above conditions, but in both parts the student must meet at least the minimum requirements.</i> <i>Classification:</i> <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	
Learning outcomes: Basic knowledge <i>After the course the student:</i> • <i>is able to evaluate the importance of ethics and literature for knowledge of reality,</i> • <i>can analyse the ethical and moral dimension of literature, including its educational potential.</i> Basic skills <i>After the course the student:</i> • <i>is able to identify the most important ethical trends in Slovak world literature and the present.</i> Basic competences <i>After the course the student:</i> • <i>is able to ethically analyse, compare and evaluate works of Slovak or world literature of the past and present.</i>	

Course content:

- *Methodological issues of the relationship of ethics and literature;*
- *Ethical reflections on the history of world literature;*
- *Ethics and morality in the history of Slovak literature;*
- *Ethics, morality and literature of the present.*

Recommended literature:

Bilasová, V. a Žemberová, V. 2005. Z prienikov filozofie, etiky a literatúry. Prešov: Filozofická fakulta.

Gluchman, V. 2021. Knowledge and morality in Kundera's novel The Farewell Waltz. In: Studies in East European Thought, 73(4), s. 391–406.

Gluchman, V. 2020. Filozoficko etická reflexia Kunderovho románu Valčík na rozlúčku. In: Filosofický časopis, 68(1), s. 111–120

Gluchman, V. 2019. The literary works as a code of ethics in Great Moravia. In: Ethics & Bioethics (in Central Europe), 9(3–4), s. 106–118.

Gluchman, V. 2017. Martin Kukučín as a "Practical Philosopher". In: Zeitschrift für Slavische Philologie, 73(1), s. 141–158.

Gluchman, V. 2011. Martin Rázus: Literary and philosophical reflections on morality. In: Journal of Religious Ethics, 39(1), s. 151–172.

Gluchman, V. 2006. Reflexie súdobej morálky v anglickej literatúre 19. storočia. In: Filozofia, 61(5), s. 403–423.

Gluchman, V. 2003. Honoré de Balzac ako kritik súdobej francúzskej morálky a spoločnosti. In: Filozofia, 58(6), s. 409–425.

Nussbaum, Martha C. 1990. Love's Knowledge: Essays on Philosophy and Literature. New York – Oxford: Oxford University Press.

Language which is necessary to complete the course: Slovak, English

Notes: -

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: *prof. PhDr. Vasil Gluchman, CSc.*

Date of last change: 4.1.2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/ESTET/22	Course title: Aesthetics (Profile course)
Type, scope and method of educational activity: <i>1 seminar lesson a week</i> <i>Method of educational activity: combined</i>	
Number of credits: 4	
Recommended semester: 4 th - 6 th	
Study grade: 3.	
Prerequisites: -	
Conditions for passing the course: <i>Course ends with an exam.</i> <i>To successfully complete the course, it is necessary to complete three components:</i> <i>1. Joint seminar meetings for internal and external students (e.g. as 4-hour blocks a week), where the student presents partial results of his / her research, must defend them in a discussion with colleagues, followed by a lecture - 30 points.</i> <i>2. In the 13th week of the respective semester, the student submits a scientific study (in the range of 15-20 standard pages), which will be opposed by the subject guarantor and the supervisor. Subsequently, it is recommended to apply for its publication in a suitably selected scientific journal (ideally impact: Scopus, WoS) - 60 p.</i> <i>3. In the form of a study and a colloquium (penultimate week of the semester), the student will present an overview of the issues discussed in the studied part of the scientific literature - 10 p.</i> <i>The evaluation of the student's study results within the course study is carried out according to the classification scale, which consists of six classification levels and the following success criteria (in percentage of results in the course evaluation):</i> <i>Classification:</i> <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:**Basic knowledge**

After the course the student:

- *is familiar with current issues of aesthetic theory,*
- *knows the basic methods of research,*
- *applies the analysis-synthesis relationship in the interpretation of basic theories and methods related to the aesthetic reflection of art*
- *is able to theoretically understand the context of the problems of his / her dissertation with current concepts of aesthetics and possible aesthetic research of art.*

Basic skills

After the course the student:

- *identifies problem areas of history, theory and aesthetics in relation to a specific type of art*
- *integrates the acquired knowledge into his / her own insights and the choice of adequate research methods.*

Basic competences

After the course the student:

- *carries out qualitative research related to the topic of the dissertation*
- *evaluates sources and obtained research results to conclusions in solving partial topics and research problem.*

The educational outcomes of knowledge are verified in the written work / resp. scientific study submitted in the 13th week of the semester. The educational outcomes of skill and competence are verified in presentations (paper + PWP) in joint meetings and colloquia at the end of the semester.

Course content:

1. *Aesthetic theories of the second half of the 20th century*
2. *Reflection of art problems (art without aesthetics, formalism)*
3. *Reflection of art problems (institutionalism)*
4. *Reflection of art problems (essentialists and anti-essentialists)*
5. *Problems of the End of Art (Hegel, Danto, etc.)*
6. *Problems of postmodern art (Lyotard et al.)*
7. *Application of analytical philosophy methods to aesthetics (Wittgenstein, Weitz, Goodman, etc.)*
8. *Aesthetic reflection of art of the second half of the 20th century (hermeneutics - Gadamer, Ricoeur)*
9. *Aesthetic reflection of art of the second half of the 20th century (structuralism and poststructuralism - Mukařovský, Foucault, etc.)*
10. *Selected problems of art theory and history of the second half of the 20th century*
11. *Aesthetic categories, their updating and application (beauty, noble, ugly, tragic, etc.)*
12. *Conceptual art and its reflection in aesthetic theories, axiological questions.*

Recommended literature:

Berleant, A., 1991. *Art and Engagement*. Philadelphia: Temple University Press.

Borecký, F., 2020. *Imaginace, a priori, hloubka: Estetika Mikela Dufrenna*. Praha: Malvern.

Danto, A., C., 2021. *Po konci umění*. Praha: Academia

Dwivedi, P., S., ed. 2022. *Aesthetics and the Philosophy of Art: Comparative Perspectives*. London. Routledge.

Eco, U., 2015. *Otevřené dílo: forma a neurčenost v současných poetikách*. Praha: Argo.

Goodman, N., 2017. *Nové pojetí filozofie a dalších umění a věd*. Praha: FF UK.

Iseminger, G., 2004. *The Aesthetic Function of Art*. Ithaca: Cornell University Press.

Kanda, R., 2016. *Umění na cestě z postmodernismu: angažované nebo radikální?* In: Kanda, R., et. all. *Podzim postmodernismu: Teoretické výzvy současnosti*. Praha: Filosofia, s. 137–158.

Kopčáková, S. 2020. *Aktuálne otázky hudobnej estetiky 20. a 21. storočia*. Prešov: FF PU.

Kulka, T., 2019. *Umění a jeho hodnoty: Logika umělecké kritiky*. Praha: Argo.

Lipták, M., 2013. *Možnosti umelecké kritiky: fenomenologická analýza*. Trnava: FF TU.

Makky, L., 2019. *Od začiatku po koniec a ešte ďalej: umenie v definičných súradniciach*. Prešov. FF PU.

Nelson, R. S., a Shiff, R., 2004. *Kritické pojmy dejín umenia*. Bratislava: Slovart.

Scruton, R., 2009. *Hudobná estetika*. Bratislava: Hudobné centrum.

Shusterman, R., 2003. *Estetika pragmatizmu*. Bratislava: Kalligram.

Welsch, W., 1993. *Estetické myslenie*. Bratislava/Praha: Archa SK.

Virilio, P., 2010. *Estetika mizení*. Hradec Králové: Pavel Marvart.

Scientific journals:

British Journal of Aesthetics; The Central European Journal of Aesthetics; Journal of Aesthetics and Art Criticism, ESPES. The Slovak Journal of Aesthetics, Polish Journal of Aesthetics.

Language which is necessary to complete the course: Slovak

Notes: -

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers:

Date of last change: 8.2.2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: <i>9UJK/CUJAA/22</i>	Course title: English in academic discourse (Compulsory course)
Type, scope and method of educational activity: <i>2 seminar lessons a week</i> <i>Method of educational activity: combined</i>	
Number of credits: 5	
Recommended semester: 1 st – 6 th	
Study grade: 3.	
Prerequisites: -	
Conditions for passing the course: Course evaluation: exam <i>To complete the course, it is necessary to obtain 50%. The evaluation consists of a written (portfolio and language test) (40%) and an oral (60%) part:</i> <u>1. The portfolio consists of:</u> <i>The written form of the project of own dissertation (3-5 pages) (according to the template)</i> <i>Curriculum Vitae (Europass)</i> <i>Abstract</i> <i>Resume (about 3 pages) from the relevant research literature (about 30 pp)</i> <u>2. Oral part:</u> <i>Presenting the project of own dissertation with the use of PPT.</i> <i>English summary of one page of a Slovak text from the given field.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:

The student will:

- *Gain universal communication language competencies and on this basis will be able to present own work and the research results as well as demonstrate knowledge of relevant literature in English.*
- *Improve sociolinguistic competence (B2 / C1 level according to Common European Framework of Reference for Languages) for presenting himself/herself not only in everyday situations but also presenting results of own academic work.*
- *Develop pragmatic competence to be able to perform meaningful interactions in various situations focused on own professional work.*
- *Be able to respond appropriately to inter/multicultural linguistic stimuli.*
- *Be able to critically analyse, create and formulate new hypotheses, judgments, and strategies for further development of the scientific field.*
- *Be able to evaluate theories and various concepts and present his/her thesis according to the criteria of speech communication using the latest technology.*
- *Be able to create, implement and modify a substantial part of research with scientific integrity and to determine the scientific or practical assumptions for problem solving.*
- *Reach level B2 / C1 in spoken and written form, in all language skills (listening, speaking, reading, and writing).*
- *In the field of practical skills, the student will be able to apply his / her own findings resulting from theoretical analysis and his /her own scientific research of a complex and interdisciplinary nature, as well as to propose new research methods in a foreign language.*
- *Be able to develop critical thinking, critical analysis, and will be able to select important and relevant information.*
- *At the application level, the student will be able to apply the acquired knowledge and findings in English at various levels. He/she will be able to present the results of his/her own research and will be able to communicate his/her field of expertise to the wider scientific and lay public (e. g. at conferences, etc.) in English.*
- *Acquire skills and methods of scientific research associated with the study field corresponding to the current state of knowledge in domestic and foreign cultural environments.*
- *Obtain information about the criteria for effective presentations and constructive criticism of linguistic expressions according to the latest communication theories.*
- *Through the acquired knowledge and competencies, the student will be able to approach his/her own development independently, responsibly and in an innovative way as well as the development of society in the context of scientific and technical progress regarding ethical principles.*

Course content:

The course focus is mainly on academic writing skills, writing techniques, organization of writing (criteria and requirements for writing abstracts, summaries, conference papers, dissertation, etc.).

- *Curriculum Vitae requirements.*
- *Speaking techniques (organization and structure, use and information support by relevant sources, academic ethics, effective transition between parts of speech).*
- *Reading comprehension and translation of relevant texts.*
- *Vocabulary development with the focus on own research area.*

- *Oral and written presentation of own research work.*
- *Professional conversations on various topics (work, workload, study stay).*
- *Presentation of studied literature, information about the dissertation (topic, objectives, and methods of work, own research findings, benefits, professional cooperation).*

Recommended literature:

1. DUŠKOVÁ, L., REJTHAROVÁ, V. a BUBENÍKOVÁ, L., 1982. Hovorová angličtina pre vedeckých a odborných pracovníkov. Bratislava: Veda.
2. JORDAN, R. R., 1999. Academic Writing Course, Longman.
3. KOMINARECOVÁ, E. 2010. The Essentials of Speech Communication. Prešov: Prešovská univerzita v Prešove. ISBN: 978-80-555-0160-4.
4. MEŠKO, D., KATUŠČÁK, D. a kolektív, 2004. Akademická príručka, Martin: Osveta.
5. MCCARTHY, M. and F. O'DELL., 2008. Academic Vocabulary in Use. CUP.
6. MURPHY, R., 2002. English Grammar in Use. Cambridge University Press.
7. SWALES, J. and FEAK, B. C., 1994. Academic Writing for Graduate Students. A Course for Nonnative Speakers of English. Michigan: Ann Arbor.
<http://europass.cedefop.eu.int>

Scientific literature and dictionaries.

Language which is necessary to complete the course: English

Notes: The course is provided by UJK CCKV PU as a specialized workplace of language training of future graduates.

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: PaedDr. Erika Kofritová, PhD.

Date of last change: 9.2.2022

Approved by: prof. Mgr. Vladislav Suvák, PhD

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 9UJK/CUJAN/22	Course title: German in academic discourse (Compulsory course)
Type, scope and method of educational activity: <i>2 seminar lessons a week</i> <i>Method of educational activity: combined</i>	
Number of credits: 5	
Recommended semester: 1 st – 6 th	
Study grade: 3.	
Prerequisites: -	
Conditions for passing the course: Course evaluation: exam <i>To complete the course, it is necessary to obtain 50%. The evaluation consists of a written (portfolio and language test) (40%) and an oral (60%) part:</i> <u>1. The portfolio consists of:</u> <i>The written form of the project of own dissertation (3-5 pages) (according to the template)</i> <i>Curriculum Vitae (Europass)</i> <i>Abstract</i> <i>Resume (about 3 pages) from the relevant research literature (about 30 pp)</i> <u>2. Oral part:</u> <i>Presenting the project of own dissertation with the use of PPT.</i> <i>English summary of one page of a Slovak text from the given field.</i> <i>Classification:</i> <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:

The student will:

- *Gain universal communication language competencies and on this basis will be able to present own work and the research results as well as demonstrate knowledge of relevant literature in German.*
- *Improve sociolinguistic competence (B2 level according to Common European Framework of Reference for Languages) for presenting himself/herself not only in everyday situations but also presenting results of own academic work.*
- *Develop pragmatic competence to be able to perform meaningful interactions in various situations focused on own professional work.*
- *Be able to respond appropriately to inter/multicultural linguistic stimuli.*
- *Be able to critically analyse, create and formulate new hypotheses, judgments, and strategies for further development of the scientific field.*
- *Be able to evaluate theories and various concepts and present his/her thesis according to the criteria of speech communication using the latest technology.*
- *Be able to create, implement and modify a substantial part of research with scientific integrity and to determine the scientific or practical assumptions for problem solving.*
- *Reach level B2 in spoken and written form, in all language skills (listening, speaking, reading, and writing).*
- *In the field of practical skills, the student will be able to apply his / her own findings resulting from theoretical analysis and his /her own scientific research of a complex and interdisciplinary nature, as well as to propose new research methods in a foreign language.*
- *Be able to develop critical thinking, critical analysis, and will be able to select important and relevant information.*
- *At the application level, the student will be able to apply the acquired knowledge and findings in German at various levels. He/she will be able to present the results of his/her own research and will be able to communicate his/her field of expertise to the wider scientific and lay public (e. g. at conferences, etc.) in German.*
- *Acquire skills and methods of scientific research associated with the study field corresponding to the current state of knowledge in domestic and foreign cultural environments.*
- *Obtain information about the criteria for effective presentations and constructive criticism of linguistic expressions according to the latest communication theories.*
- *Through the acquired knowledge and competencies, the student will be able to approach his/her own development independently, responsibly and in an innovative way as well as the development of society in the context of scientific and technical progress regarding ethical principles.*

Course content:

The course focus is mainly on academic writing skills in German, writing techniques, organization of writing (criteria and requirements for writing abstracts, summaries, conference papers, dissertation, etc.).

- *Curriculum Vitae requirements – Europass.*
- *Speaking techniques (organization and structure, use and information support by relevant sources, academic ethics, effective transition between parts of speech).*
- *Reading comprehension and translation of popular science and scientific texts.*
- *Vocabulary development with the focus on own research area.*

- *Oral and written presentation of own research work.*
- *Professional conversations on various topics (work, workload, study stay).*
- *Presentation of studied literature, information about the dissertation (topic, objectives, and methods of work, own research findings, benefits, professional cooperation).*

Recommended literature:

1. Autorský kolektív pracovníkov Lingea s. r. o., 2008. Veľký slovník nemecko-slovenský a slovensko-nemecký. Bratislava: Lingea s. r. o. ISBN: 978-80-89323-08-1.
2. Duden 1, 2001. Die deutsche Rechtschreibung. Dudenverlag. ISBN: 3-411-04012-2.
3. HERING, A. et al. 2002. Übungsgrammatik Deutsch als Fremdsprache. Deutschland Ismaning: Max Hueber Verlag. ISBN: 3-19-001657-7.
4. CHARFAOUI, E. 2008. Nemecký jazyk pre nefilológov. Bratislava: Univerzita Komenského Bratislava. ISBN: 978-80-223-2418-2.
5. JUSTOVÁ, H. 1995. Wir üben deutsche Grammatik. Bratislava: PB-press. ISBN: 80-199588684-35-8.
6. ROHRER, H. – H., SCHMIDT, C. 2008. Kommunizieren im Beruf. Langenscheidt. ISBN: 978-3-468-90516-2.

<https://europa.eu/europass/de>

Scientific literature and dictionaries.

Language which is necessary to complete the course: German

Notes: The course is provided by UJK CCKV PU as a specialized workplace of language training of future graduates.

Course evaluation

Total number of students evaluated: 4

A	B	C	D	E	FX
75%	25%	0%	0%	0%	0%

Lecturers: PaedDr. Zdenka Uherová, PhD.

Date of last change: 9.2.2022

Approved by: prof. Mgr. Vladislav Suvák, PhD

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 9UJK/CUJAF/22	Course title: French in academic discourse (Compulsory course)
Type, scope and method of educational activity: <i>2 seminar lessons a week</i> <i>Method of educational activity: combined</i>	
Number of credits: 5	
Recommended semester: 1 st – 6 th	
Study grade: 3.	
Prerequisites: -	
Conditions for passing the course: Course evaluation: exam <i>To complete the course, it is necessary to obtain 50%. The evaluation consists of a written (portfolio and language test) (40%) and an oral (60%) part:</i> <i>1. <u>The portfolio consists of:</u></i> <i>The written form of the project of own dissertation (3-5 pages) (according to the template)</i> <i>Curriculum Vitae (Europass)</i> <i>Abstract</i> <i>Resume (about 3 pages) from the relevant research literature (about 30 pp)</i> <i>2. <u>Oral part:</u></i> <i>Presenting the project of own dissertation with the use of PPT.</i> <i>English summary of one page of a Slovak text from the given field.</i> <i>Classification:</i> <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:

The student will:

- *Gain universal communication language competencies and on this basis will be able to present own work and the research results as well as demonstrate knowledge of relevant literature in French.*
- *Improve sociolinguistic competence (B2 level according to Common European Framework of Reference for Languages) for presenting himself/herself not only in everyday situations but also presenting results of own academic work.*
- *Develop pragmatic competence to be able to perform meaningful interactions in various situations focused on own professional work.*
- *Be able to respond appropriately to inter/multicultural linguistic stimuli.*
- *Be able to critically analyse, create and formulate new hypotheses, judgments, and strategies for further development of the scientific field.*
- *Be able to evaluate theories and various concepts and present his/her thesis according to the criteria of speech communication using the latest technology.*
- *Be able to create, implement and modify a substantial part of research with scientific integrity and to determine the scientific or practical assumptions for problem solving.*
- *Reach level B2 in spoken and written form, in all language skills (listening, speaking, reading, and writing).*
- *In the field of practical skills, the student will be able to apply his / her own findings resulting from theoretical analysis and his /her own scientific research of a complex and interdisciplinary nature, as well as to propose new research methods in a foreign language.*
- *Be able to develop critical thinking, critical analysis, and will be able to select important and relevant information.*
- *At the application level, the student will be able to apply the acquired knowledge and findings in French at various levels. He/she will be able to present the results of his/her own research and will be able to communicate his/her field of expertise to the wider scientific and lay public (e. g. at conferences, etc.) in French.*
- *Acquire skills and methods of scientific research associated with the study field corresponding to the current state of knowledge in domestic and foreign cultural environments.*
- *Obtain information about the criteria for effective presentations and constructive criticism of linguistic expressions according to the latest communication theories.*
- *Through the acquired knowledge and competencies, the student will be able to approach his/her own development independently, responsibly and in an innovative way as well as the development of society in the context of scientific and technical progress regarding ethical principles.*

Course content:

The course focus is mainly on academic writing skills in French, writing techniques, organization of writing (criteria and requirements for writing abstracts, summaries, conference papers, dissertation, etc.).

- *Curriculum Vitae requirements – Europass.*
- *Speaking techniques (organization and structure, use and information support by relevant sources, academic ethics, effective transition between parts of speech).*
- *Reading comprehension and translation of popular science and scientific texts.*
- *Vocabulary development with the focus on own research area.*

- *Oral and written presentation of own research work.*
- *Professional conversations on various topics (work, workload, study stay).*
- *Presentation of studied literature, information about the dissertation (topic, objectives, and methods of work, own research findings, benefits, professional cooperation).*

Recommended literature:

1. MEŠKO, D., KATUŠČÁK, D. a kolektív, 2005. Akademická příručka. Martin: Osveta. ISBN: 8080632006.
2. TAUZIN, G., BLOOMFIELD, A., 2001. Affaire à suivre. Paris: Hachette, + cahier d'exercices ISBN: 978201155164.
3. ZETTLOVÁ, M., BAUDINET, M., 1997. Cvičebnice francouzské gramatiky. Praha: Polyglot. ISBN 8090198880.
4. HENDRICH, J., RADINA, O., TLÁSKAL, J., 2005. Francouzská mluvnice. Plzeň: Fraus. ISBN: 8072380648.
5. DALF C1/C2 250 activités Livre + CD Audio MP3. Vydavatelství: Cle International. ISBN: 9782090352337.
<https://www.cedefop.europa.eu/en/projects/europass>

Scientific literature and dictionaries.

Language which is necessary to complete the course: French

Notes: The course is provided by UJK CCKV PU as a specialized workplace of language training of future graduates.

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: *Mgr. Barbora Olejárová, PhD.*

Date of last change: 9.2.2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 9UJK/CUJAR/22	Course title: Russian in academic discourse (Compulsory course)
Type, scope and method of educational activity: <i>2 seminar lessons a week</i> <i>Method of educational activity: combined</i>	
Number of credits: 5	
Recommended semester: 1 st – 6 th	
Study grade: 3.	
Prerequisites: -	
Conditions for passing the course: Course evaluation: exam <i>To complete the course, it is necessary to obtain 50%. The evaluation consists of a written (portfolio and language test) (40%) and an oral (60%) part:</i> <u>1. The portfolio consists of:</u> <i>The written form of the project of own dissertation (3-5 pages) (according to the template)</i> <i>Curriculum Vitae (Europass)</i> <i>Abstract</i> <i>Resume (about 3 pages) from the relevant research literature (about 30 pp)</i> <u>2. Oral part:</u> <i>Presenting the project of own dissertation with the use of PPT.</i> <i>English summary of one page of a Slovak text from the given field.</i> <i>Classification:</i> <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:

The student will:

- *Gain universal communication language competencies and on this basis will be able to present own work and the research results as well as demonstrate knowledge of relevant literature in Russian.*
- *Improve sociolinguistic competence (B2 level according to Common European Framework of Reference for Languages) for presenting himself/herself not only in everyday situations but also presenting results of own academic work.*
- *Develop pragmatic competence to be able to perform meaningful interactions in various situations focused on own professional work.*
- *Be able to respond appropriately to inter/multicultural linguistic stimuli.*
- *Be able to critically analyse, create and formulate new hypotheses, judgments, and strategies for further development of the scientific field.*
- *Be able to evaluate theories and various concepts and present his/her thesis according to the criteria of speech communication using the latest technology.*
- *Be able to create, implement and modify a substantial part of research with scientific integrity and to determine the scientific or practical assumptions for problem solving.*
- *Reach level B2 in spoken and written form, in all language skills (listening, speaking, reading, and writing).*
- *In the field of practical skills, the student will be able to apply his / her own findings resulting from theoretical analysis and his /her own scientific research of a complex and interdisciplinary nature, as well as to propose new research methods in a foreign language.*
- *Be able to develop critical thinking, critical analysis, and will be able to select important and relevant information.*
- *At the application level, the student will be able to apply the acquired knowledge and findings in Russian at various levels. He/she will be able to present the results of his/her own research and will be able to communicate his/her field of expertise to the wider scientific and lay public (e. g. at conferences, etc.) in Russian.*
- *Acquire skills and methods of scientific research associated with the study field corresponding to the current state of knowledge in domestic and foreign cultural environments.*
- *Obtain information about the criteria for effective presentations and constructive criticism of linguistic expressions according to the latest communication theories.*
- *Through the acquired knowledge and competencies, the student will be able to approach his/her own development independently, responsibly and in an innovative way as well as the development of society in the context of scientific and technical progress regarding ethical principles.*

Course content:

The course focus is mainly on academic writing skills in Russian, writing techniques, organization of writing (criteria and requirements for writing abstracts, summaries, conference papers, dissertation, etc.).

- *Curriculum Vitae requirements – Europass.*
- *Speaking techniques (organization and structure, use and information support by relevant sources, academic ethics, effective transition between parts of speech).*
- *Reading comprehension and translation of popular science and scientific texts.*
- *Vocabulary development with the focus on own research area.*

- *Oral and written presentation of own research work.*
- *Professional conversations on various topics (work, workload, study stay).*
- *Presentation of studied literature, information about the dissertation (topic, objectives, and methods of work, own research findings, benefits, professional cooperation).*

Recommended literature:

1. MEŠKO, D., KATUŠČÁK, D. a kolektív, 2005. Akademická příručka, Martin: Osveta. ISBN: 8080632006.
2. ALEXandrova, A. S., LARIOCHINA, T. I., MELENTJEVA, I. U., 2002. Russkij jazyk kak inostrannyj. Moskva: Nauka.
3. USKOVA, O. A., TRUŠINA, L. B., 2002. Russkij jazyk delovogo obščeniya. Moskva.
4. SOKOLOVÁ, J., HRČKOVÁ, M., 2007. Leksičeskaja osnova russkogo jazyka. Nitra: FF UKF. ISBN: 978-80-8094-161-1.
5. HANUSOVÁ, Z., ROZKOVCOVÁ, L., STARÝ, S.:1979. Ruský jazyk pre vědecké a odborné pracovníky. Kurz pro pokročilé. ČSAV, Praha.
6. CSIRIKOVÁ, M., VYSLOUŽILOVÁ, E., 2002. Ruština v praxi. Praha: LEDA. ISBN: 8073350092.
<https://www.cedefop.europa.eu/en/projects/europass>

Scientific literature and dictionaries.

Language which is necessary to complete the course: Russian

Notes: The course is provided by UJK CCKV PU as a specialized workplace of language training of future graduates.

Course evaluation

Total number of students evaluated: 15

A	B	C	D	E	FX
87%	0%	0%	0%	7%	7%

Lecturers: *Mgr. Stanislava Šuščáková, PhD.*

Date of last change: 9.2.2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 2PGD/ZVSPG/22	Course title: Higher Education Pedagogy (Compulsory course)
Type, scope and method of educational activity: <i>1 lecture and 1 seminar lesson a week</i> <i>Method of educational activity: combined</i>	
Number of credits: 5	
Recommended semester: 1 st	
Study grade: 3.	
Prerequisites: -	
Conditions for passing the course: <i>Course evaluation: exam</i> <i>During the semester, the doctoral student will receive:</i> • <i>max. 15 points for active participation in all lessons,</i> • <i>max. 20 points for written elaboration of the selected issue in the thematic areas intended for the distance method of study (approximately 5 pages),</i> • <i>max. 65 points for the elaboration of the final thesis and its colloquial defence.</i> <i>Credits will be awarded on the basis of fulfilment of all the above requirements according to the classification scale A, B, C, D, E, FX - the current PU Study Regulations in Prešov.</i> <i>Classification:</i> <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:

Doctoral students acquire basic theoretical view of educational, social, psychological and legislative issues of education at university. This is the base for development of their teaching capabilities and its adequate application in the teaching of subjects in specialization. Individual work, exercises and subsequent verification of the quality of doctoral students develop their educational, socio-psychological, communication, self-assessment and management responsibilities for teaching at the university - at the most general level.

The student is able to:

- Independently and comprehensively describe the system of higher education, based on analytical and synthetic thought-processes, compare models of teacher training in an international context and broad links to understand the social function of universities.*
- Independently and comprehensively define the didactics university system, to justify the need for didactic teaching practice at the University and analyse basic problems of didactics university,*
- Comprehensively define the forms and methods of teaching at universities, analyse their specificities and evaluate the importance of using them in terms of educational objectives.*
- Comprehensively in mutual relations and interconnection to define the basic concepts related to the category objective (educational objectives, competences, taxonomy of objectives, consistency, measurability objective, etc.), to review the importance of formulating objectives, in particular with respect to their diagnostic capabilities, based on didactic analysis propose a comprehensive educational objectives for the particular subject, to apply the principles for the formulation of a specific educational objective.*
- Characterize didactic cycle, critically evaluate the significance of the different phases of the didactic cycle, justify the procedure of preparation for the lesson, design the project of own teaching units, analyse and assess the importance of monitoring and evaluating the learning process.*
- Design, implement and evaluate the pros and cons of teaching activity.*
- To analyse the psychological conditionality of university education, to know the cognitive and personality specifics of the age of adolescence and early adulthood, and psychologically justified specific educational process at universities.*
- Propose comprehensive solutions outlined pedagogical-psychological problems and initiate their discussion in the group.*
- Analyse and assess legislative conditions for undergraduate education and propose comprehensive solutions of the problems.*
- Assess personal, but also the wider societal implications of the results of education based on innovative methods and forms of education.*
- Recognise the university teachers as a specific social group, their ethical standards, educational role. Argue and defend his / her views before the academic community.*

Course content:1. Introduction to higher education.

Object, objectives and tasks of the university pedagogy, strategies of higher education, the international and national comparisons, models of teacher training (distance method).

2. Methodology of university pedagogy.

University teacher professional standards, competence and competence, ethics of university teacher.

Forms and methods of teaching at the university: lectures, seminars, exercises, verification and assessment, training, presentations, demonstrations.

Individual study, activating methods at undergraduate education, distance e-learning education, cooperative learning, project methods. Management of College - College as an institution.

3. Psychological issues of education at university.

Introduction to Psychology of learning and teaching at universities.

Psychological characteristics of transition of adolescence youth from high school to college, socialization, adaptation, learning styles.

University teacher's personality and learning styles, university teacher creativity, work ethics of university teacher.

Psychological principles of pedagogical and social communication. The culture of the spoken word. Rhetoric.

Solution of difficult life situations, basics of mental health.

4. Research activities at universities with a focus on pedagogical issues. Research methods in education quantitative and qualitative design.5. Training of pedagogical skills (focusing on didactically correct rendering of lectures, seminars / exercises, educational communication, rhetoric and culture of speech), reflection and self-reflection within the workshops.**Recommended literature:**

BEDNAŘÍKOVÁ, I., Profesionalismus a kvalita vysokoškolské výuky. In: Technológia vzdelávania, roč. XVII., 2009, č. 9, s. 11-17.

BEDNAŘÍKOVÁ, I., 2013. Tutor a jeho role v distančním vzdělávání a v e-learningu. Olomouc: Univerzita Palackého v Olomouci. ISBN 978-80-244-3795-8.

Boloňský proces. Vytváření Evropského prostoru vysokoškolského vzdělávání [online]. [cit. 2009-07-28]. Dostupné z: <http://www.bologna.msmt.cz/>.

CIPRO, M., 1981. Idea vysoké školy. Praha: UK, 1981.

KOSTURKOVÁ, M., 2021. Konceptualizácia kritického myslenia : so zameraním na pregraduálnu prípravu v odbore učiteľstvo. Bratislava: Wolters Kluwer SR. ISBN 978-80-571-0342-4.

MAREŠ, J., 1990. Učitel, jeho osobnost a příprava. Praha: NEMES a ÚÚPPP, 1990.

MAREŠ, J., 2008. Emoce studentů a učitelů při e-learningu. In: Sborník příspěvků z konference a soutěže eLearning 2008. Hradec Králové: Gaudeamus. s. 12-22. ISBN 978-80-7041-143-8.

PASTERÁKOVÁ, L., 2015. Psychológia výchovy. Brno: Tribun EU. ISBN 978-80-263-0952-9.

PASTERÁKOVÁ, L., 2020. Výchovné a vzdělávací metody ve světě edukace. Týn nad Vltavou: Nová Forma. ISBN 978-80-7612-222-2.

ROHLÍKOVÁ, L. a J. VEJVODOVÁ, 2012. Vyučovací metody na vysoké škole. Praha: Grada. 281 s. ISBN 978-80-247-4152-9.

SLAVÍK, M a kol., 2012. Vysokoškolská pedagogika . Praha: Grada. ISBN 978-80-247-4054-6

VAŠUTOVÁ, J., Paradigma akademické kultury. In: AULA, roč. 17, 2009, č. 1, s. 38-45.

VAŠUTOVÁ, J., 2004. Profese učitele v českém vzdělávacím kontextu. Brno: Paido. ISBN 80-7315-082-4.

VAŠUTOVÁ, J., 2002. Strategie výuky ve vysokoškolském vzdělávání. Praha: UK, Pedagogická fakulta. ISBN 80-7290-100-1.

VAŠUTOVÁ, J., 1999. Vybrané otázky vysokoškolské pedagogiky pro vzdělavatele učitelů. Praha: UK, Ústav výzkumu a rozvoje školství. ISBN 80-86039-97-8.

VOGEL, V., 2009. Jak se učí učitelé? Praha: Fraus. ISBN 978-80-7238-851-6

Časopisy: Academia, Aula, Alma Mater

Language which is necessary to complete the course: Slovak

Notes: -

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturers: *prof. PaedDr. Lenka Pasternáková, PhD., MBA.*

Date of last change: 9.2.2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/PPDSSF/22	Course title: Written Work for Dissertation Exam (Compulsory course)
Type, scope and method of educational activity: <i>Object of the state exam.</i> <i>The student presents the state of elaboration of the dissertation.</i>	
Number of credits: 20	
Recommended semester: 5 th -8 th	
Study grade: 3.	
Prerequisites: -	
Conditions for passing the course: <i>When preparing a written dissertation, the doctoral student follows the instructions of his / her supervisor and the Guidelines for Final Thesis Requirements, their bibliographic registration, control of originality, storage and access issued by the University of Prešov in Prešov. The structure of the work and the formal arrangement of the work are determined in agreement with the ar. 6.</i> <i>The written work for the dissertation is assessed by the supervisor of the dissertation and the opponent, who prepares the assessments according to the set criteria.</i> <i>The supervisor of the dissertation assesses in particular:</i> <i>degree of independence and initiative of the doctoral student in elaborating the topic,</i> <i>cooperation with the supervisor,</i> <i>logical construction of the dissertation,</i> <i>adequacy of methods used, methodology,</i> <i>professional level of work,</i> <i>depth and quality of processing the topic,</i> <i>work of literature,</i> <i>relevance of used resources in relation to the topic and goal of the work.</i> <i>The opponent of the dissertation assesses in particular:</i> <i>topicality and suitability of the topic of work,</i> <i>setting the goal of the work,</i> <i>logical construction of the dissertation,</i> <i>adherence and suitability of the methods used, methodology,</i> <i>professional level of work, depth and quality of processing the topic,</i> <i>benefits of work,</i> <i>work in scientific literature.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i>	

D: 69 – 60 %
E: 59 – 50 %
FX: 49 and less %

Learning outcomes:

Basic knowledge

After the course, the student is able to:

- *define and interpret in his / her own words basic concepts from the context of dissertation research;*
- *identify dominant tendencies in the philosophical grasp of the subject area;*
- *characterize, classify and give examples of selected problematic issues related to the individual trends examined;*
- *name and justify the importance of the study of this philosophy in its transcendences to the present in the formation of European and world culture;*

Basic skills

After the course, the student is able to:

- *formulate in his/ her own words the contemporary contexts of the formation of thinking in the situation in question;*
- *determine the starting points and specifics of shaping the thinking of the given provenance and the reaction of different interpretive positions to it;*
- *regulates, organizes behaviour in connection with research practice;*
- *demonstrate the effects of the changes brought by the research area on philosophical thinking and on wider social and political life;*

Basic competences

After the course, the student is able to:

- *organize, plan and allocate resources;*
- *cooperate with other people;*
- *obtain information;*
- *evaluate information;*
- *understand the complexity of relationships within broader contemporary contexts and their metamorphoses;*
- *respect the diversity of attitudes;*

Course content:

The discussion of the descriptive work for the dissertation has a steady course:

1. *Introductory word of the doctoral student, presentation of work procedures.*
2. *Presentation of the main points of the written assessments of the trainer and the opponent.*
3. *Answer of the doctoral student to the questions of the supervisor and the opponent.*
4. *Expert discussion about work with questions for a doctoral student.*

The introductory word of the doctoral student should contain in particular the following points:

1. *Brief justification of the choice of topic, its topicality, practical benefits.*
2. *Clarification of goals and methodology of work.*
3. *The main content problems of the work.*

Recommended literature:

Bednárová-Gibová, K., Zákutná, S. 2018. Terminological equivalence in translation of philosophical texts. In: Russian Journal of Linguistics. Roč. 22, č. 2, s. 423-435.

Eco, U., 2007. Jak napsat diplomovou práci. Praha: Votobia.

Evans, D. 2008. Semantic antipluralism: How to translate terms in philosophy. In: British Journal for the History of Philosophy, 16(1), s. 229–235.

Gavora, P., 1999. Úvod do pedagogického výskumu. Bratislava: Univerzita Komenského.

Katuščák, D., 2013. Ako písať záverečné a kvalifikačné práce. Bratislava Enigma.

Kornuta, H. M., Germaine, R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond. Routledge.

Meško, D., Katuščák, D., Findra, J. a kol. 2005. Akademická príručka. Martin: Osveta.

Murgaš, J., 2011. Základy interpretace filozofických textů I. Interpretace k osvojení obsahu textů. Plzeň: Filozofická fakulta Západočeské univerzity.

Paltridge, B., Starfield, S. 2020. Thesis and Dissertation Writing in a Second Language: A Handbook for Students and their Supervisors. 2nd Edition. Routledge.

Wentzel, A. 2018. A Guide to Argumentative Research Writing and Thinking: Overcoming Challenges. Routledge.

Žáčková, E. – Murgaš, J., 2011. Interpretace filozofických textů. Plzeň: Filozofická fakulta Západočeské univerzity.

Smernica o náležitostiach záverečných prác, ich bibliografickej registrácii, kontrole originality, uchovávaní a sprístupňovaní.[online]. Prešov: PU. [cit.27. 1. 2022]. Dostupné z: <https://www.pulib.sk/web/data/pulib/subory/stranka/ezp-smernica2019.pdf>

Other recommended literature is derived from the topics of students' dissertations.

Language which is necessary to complete the course: Slovak and English (or German)

Notes: -

Course evaluation

Total number of students evaluated: 2

A	B	C	D	E	FX
50%	50%	0%	0%	0%	0%

Lecturers:

Date of last change: 9.2.2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/SFDSSF/22	Course title: Systematic Philosophy (theoretical philosophy, practical philosophy, aesthetics, ethics) - dissertation exam (Compulsory course)
Type, scope and method of educational activity: <i>Compulsory course of the state exam.</i>	
Number of credits: 5	
Recommended semester: 5 th -8 th	
Study grade: 3.	
Prerequisites: -	
Conditions for passing the course: <i>The course is completed by a state exam, two selected courses.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	
Learning outcomes: <i>The graduate of the course can:</i> - <i>present in basic philosophical language the basic problems of systematic philosophy, the traditional division of theoretical and practical philosophy;</i> - <i>demonstrate an excellent orientation in the theoretical context of his / her dissertation topic and other philosophical disciplines of theoretical and practical philosophy;</i> - <i>identify the historical-philosophical context of the problem and substantiate the historical development of relevant philosophical concepts;</i> - <i>discuss current problems of systematic philosophy at an appropriate theoretical level</i> - <i>present and justify the state of development of the doctoral dissertation project, the chosen methodology of word processing.</i>	

Course content:

The content of the dissertation exam is the problems of systematic philosophy, which are relevant in current philosophical discussions. Theoretical problems are discussed in both the synchronous and diachronic point of view, and the broader social and cultural context is also taken into account. According to the topics of students' dissertations, a selection of theoretical philosophy (metaphysics, ontology, theory of knowledge, philosophy of science, methodology, logic) of practical philosophy (philosophy of morality, social philosophy, philosophy of politics, axiology and others) is made.

Recommended literature:

- Antisthenés. 2010. Úvodná štúdia, preklad zlomkov a komentár. Prel. A. Kalaš, úvodná štúdiu a komentár V. Suvák. Bratislava: Kalligram.
- Antony, L., 2012. Different voices or perfect storm: Why are there so few women in philosophy? In: Journal of Social Philosophy, 43(3), s. 227–255.
- Balogová, B. - Bilasová, V. 2020. Vybrané metodologické otázky výskumu v sociálnej práci. Prešov: PU.
- Barker, G. - Kitcher, Ph. 2014. Philosophy of Science. A New Introduction. Oxford University Press.
- Beardsley, M. C., 2010. Estetická definice umění. In: Kulka, T., Ciporanov, D., eds.: Co je umění. Texty angloamerické estetiky 20. století. Kostelec: Pavel Mervart.
- Bednárová-Gibová, K., Zákutná, S. 2018. Terminological equivalence in translation of philosophical texts. In: Russian Journal of Linguistics. Roč. 22, č. 2, s. 423-435.
- Berleant, A., 1991. Art and Engagement. Philadelphia: Temple University Press.
- Bielik, L. 2019. Metodologické aspekty vedy. Bratislava: UK.
- Bilasová, V. - Žemberová, V. 2005. Z prienikov filozofie, etiky a literatúry. Prešov: Filozofická fakulta.
- Çera, G., Čepel, M., Zákutná, S., Rózsa Z. 2018. Gender differences in perception of the university education quality as applied to entrepreneurial intention. In: Journal of International Studies. Roč. 11, č. 3, s. 147-160.
- Černík, V. - Viceník, J. 2004: Problém rekonštrukcie sociálnych a humanitných vied. Bratislava: Iris.
- Danto, A., C., 2021. Po konci umění. Praha: Academia
- Dickie, G., 2010. Co je umění. In: Kulka, T., Ciporanov, D., eds.: Co je umění. Texty angloamerické estetiky 20. století. Kostelec: Mervart.
- Eco, U., 2007. Jak napsat diplomovou práci. Praha: Votobia.
- Evans, D. 2008. Semantic antipluralism: How to translate terms in philosophy. In: British Journal for the History of Philosophy, 16(1), s. 229–235.
- Fotion, N. 2014. Theory vs. Anti-theory in Ethics. Oxford: University Press.
- Foucault, M., 1994. Dits et écrits (1954–1988). 4 zv. D. Defert – F. Ewald (eds.). Paris: Gallimard.
- Foucault, M., 1991. Moc, subjekt a sexualita. Prel. M. Marcelli. Bratislava: Kalligram.
- Foucault, M., 2001. L'Herméneutique du sujet: Cours au Collège de France, 1981–1982. F. Gros (ed.). Paris: Seuil.
- Foucault, M., 2003. Užívání slastí. Dějiny sexuality II. Prel. K. Thein, N. Darnadyová a J. Fulka. Praha: Herrmann & synové.
- Foucault, M., 2009. Le Courage de la vérité. Le gouvernement de soi et des autres II. Cours au Collège de France (1983-1984). Paris: Gallimard/Seuil.
- Gadamer, H. G., 1998. Aktualita krásneho. Bratislava: Archa.

- Gadamer, Hans-Georg, 2010. Pravda a metoda, I. Nárys filosofické hermeneutiky. Prel. D. Mik, Praha: Triáda.
- Gluchman, V. 2003. Honoré de Balzac ako kritik súdobej francúzskej morálky a spoločnosti. In: *Filozofia*, 58(6), s. 409–425.
- Gluchman, V. 2006. Reflexie súdobej morálky v anglickej literatúre 19. storočia. In: *Filozofia*, 61(5), s. 403–423.
- Gluchman, V. 2011. Martin Rázus: Literary and philosophical reflections on morality. In: *Journal of Religious Ethics*, 39(1), s. 151–172.
- Gluchman, V. 2017. Martin Kukučín as a “Practical Philosopher”. In: *Zeitschrift für Slavische Philologie*, 73(1), s. 141–158.
- Gluchman, V. 2019. The literary works as a code of ethics in Great Moravia. In: *Ethics & Bioethics (in Central Europe)*, 9(3–4), s. 106–118.
- Gluchman, V. 2020. Filozoficko etická reflexia Kunderovho románu *Valčík na rozlúčku*. In: *Filosofický časopis*, 68(1), s. 111–120.
- Gluchman, V. 2021. Knowledge and morality in Kundera’s novel *The Farewell Waltz*. In: *Studies in East European Thought*, 73(4), s. 391–406.
- Godfrey-Smith, P. 2003: *Theory and Reality: An Introduction to the Philosophy of Science*. Chicago: Chicago University Press.
- Goodman, N., 2017. *Nové pojetí filozofie a dalších umění a věd*. Praha: FF UK.
- Grondin, J., 1997. *Úvod do hermeneutiky*. Praha: OIKOYMENH.
- Hare, R. M. 2001. *Myšlenie moralne. Jego placzyzny, metody i istota*. Warszawa: Aletheia
- Harris, D. 2020: *Literature Review and Research Design*. Routledge.
- Heidegger, M., 2008. *Bytí a čas*. 2. vyd. Prel. I. Chvatík - P. Kouba - M. Petříček - J. Němec. Praha: OIKOYMENH.
- Heidegger, M., 2008. *Rozvrh fenomenologické interpretace Aristotela*. Přel. I. Chvatík. Praha: OIKOYMENH.
- Humphreys, P. (ed). 2016. *The Oxford Handbook of Philosophy of Science*. Oxford University Press.
- Iseminger, G., 2004. *The Aesthetic Function of Art*. Ithaca: Cornell University Press.
- Kalajtžidis, J., 2019. Etické a filozofické prvky v tvorbe Jonáša Záborského. In: *Etické myslenie minulosti a súčasnosti (ETPP 2019/20): etika na Slovensku a v Európe (1751-1850)*. Prešov: Prešovská univerzita v Prešove.
- Kalajtžidis, J., 2019. Morálne kontexty v diele Pavla Kyrmezera. In: *Morálka v kontexte storočí*. Prešov: Filozofická fakulta.
- Kanda, R., 2016. Umění na cestě z postmodernismu: angažované nebo radikální? In: Kanda, R., et. all. *Podzim postmodernismu: Teoretické výzvy současnosti*. Praha: *Filozofia*, s. 137–158.
- Katuščák, D., 2013. *Ako písať záverečné a kvalifikačné práce*. Bratislava: Enigma.
- Kopčáková, S. 2020. *Aktuálne otázky hudobnej estetiky 20. a 21. storočia*. Prešov: FF PU.
- Kornuta, H. M., Germaine, R. W. 2019. *A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond*. Routledge.
- Kulka, T., 2019. *Umění a jeho hodnoty: Logika umělecké kritiky*. Praha: Argo.II.
- Larsen, Kristian & Pål Rykkja Gilbert (eds.), 2021. *Phenomenological Interpretations of Ancient Philosophy*. Leiden: Brill.
- Mathauser, Z., 2006. *Básnivé nápovědi Husserlovy fenomenologie*. Praha: *Filozofia*.
- Meško, D., Katuščák, D., Findra, J. a kol. 2005. *Akademická príručka*. Martin: Osveta.
- Mukařovský, J., 2007. *Studie I., II*. Praha: Host.

Nelson, R. S., a Shiff, R., 2004. Kritické pojmy dejín umenia. Bratislava: Slovart.

Paltridge, B., Starfield, S. 2020. Thesis and Dissertation Writing in a Second Language: A Handbook for Students and their Supervisors. 2nd Edition. Routledge.

Patočka, J., 1996. Nejstarší řecká filosofie: Přednášky z antické filosofie. Praha: Vyšehrad.

Paxton, M., Figdor, C., Tiberius, V. 2012. Quantifying the Gender Gap: An Empirical Study of the Underrepresentation of Women in Philosophy. In: Hypatia: A Journal of Feminist Philosophy, 27(4), s. 949-957.

Scruton, R., 2009. Hudobná estetika. Bratislava: Hudobné centrum.

Shusterman, R., 2003. Estetika pragmatizmu. Bratislava: Kalligram.

Smernica o náležitostiach záverečných prác, ich bibliografickej registrácii, kontrole originality, uchovávaní a sprístupňovaní.[online]. Prešov: PU. [cit. 27. 1. 2022]. Dostupné z: <https://www.pulib.sk/web/data/pulib/subory/stranka/ezp-smernica2019.pdf>.

Smreková, D. – Palovičová, Z., 2009. Dvojznačnosť etických pojmov. Bratislava: Filozofický ústav SAV.

Sťahel, R. – Suša, O., 2016. Environmentální devastace a sociální destrukce. Praha: Filosofia.

Sťahel, R., 2015. Environmentálna zodpovednosť a environmentálna bezpečnosť. In: Filozofia (70), 1, s. 1 – 12.

Sťahel, R., 2019. Pojem krízy v environmentálnom myslení. Bratislava: IRIS.

Suvák, V., 2002. Koniec metafyziky a Platón. Prešov: FF PU.

Suvák, V., 2021. Foucault: Od starosti o seba k estetike existencie a ešte ďalej. Bratislava: Petrus.

Szapuová, M.-Nuhlíček, M.-Chabada, M. (eds.) 2019. Veda, spoločnosť, hodnoty. Bratislava: UK.

Taylor, Ch., 2001. Etika authenticity. Praha: Filosofia.

Černík, V.-Viceník, J. 2004: Problém rekonštrukcie sociálnych a hmanitných vied. Bratislava: Iris.

Tugendhat E., Wolf, U., 1997. Logicko-sémantická propedeutika. Praha: Rezek.

Tugendhat, E. 2004. Přednášky o etice. Praha: Oikúmené

Virilio, P., 2010. Estetika mizení. Hradec Králové: Pavel Marvart.

Vlastos, G., 1995. Socratic Studies. Cambridge: Cambridge University Press,.

Weitz, M., 2010. Role teorie v estetice. In: Kulka, T., Ciporanov, D., eds.: Co je umění. Texty angloamerické estetiky 20. století. Kostelec: Pavel Mervart.

Welsch, W., 1993. Estetické myslenie. Bratislava/Praha: Archa SK.

Wentzel, A. 2018. A Guide to Argumentative Research Writing and Thinking: Overcoming Challenges. Routledge.

Zákuťná, S. 2021. Kant on Teaching Philosophy and Education in a Cosmopolitan Manner. In: The Court of Reason: Proceedings of the 13th International Kant Congress (eds. B. Himmelmann and C. Serck-Hanssen). Berlin, Boston: De Gruyter, s. 1661-1666.

Other recommended literature is derived from the topics of students' dissertations.

Language which is necessary to complete the course: Slovak and English (or German)

Notes: -

Course evaluation

Total number of students evaluated: 2

A	B	C	D	E	FX
100%	0%	0%	0%	0%	0%

Lecturers: *prof. Mgr. Vladislav Suvák, PhD.; prof. PhDr. Viera Bilasová, CSc.; prof. PhDr. Vasil Gluchman, CSc., prof. PaedDr. Slávka Kopčáková, PhD.; doc. Mgr. Sandra Zákutná, PhD.*

Date of last change: 9.2.2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/OPDSSF/22	Course title: Dissertation defense (Compulsory course)
Type, scope and method of educational activity: <i>Object of the state exam.</i>	
Number of credits: 30	
Recommended semester: 5 th - 10 th	
Study grade: 3.	
Prerequisites: -	
Conditions for passing the course: <i>The state exam.</i> <i>Classification:</i> <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	
Learning outcomes: <i>Basic knowledge</i> <i>After the course, the student is able to:</i> - <i>reproduce dissertation positions;</i> - <i>characterize, distinguish and work with relevant text formats used in the researched field of philosophy;</i> - <i>identify key ways to verify argumentative statements;</i> - <i>reproduce the main positions in the problematic texts;</i> - <i>distinguish between the constitutive elements of the text formats used;</i> <i>Basic skills</i> <i>After the course, the student is able to:</i> - <i>demonstrate the functionality of processing philosophical ideas through the chosen methodological approach;</i> - <i>draw conclusions from the assessment of the functionality of the chosen formats and methodological approaches;</i> - <i>appreciate the prospects of using text formats;</i> - <i>state the advantages of individual formats for the presentation of philosophical ideas;</i> <i>Basic competences</i> <i>After the course, the student is able to:</i> - <i>organize work with resources</i> - <i>plan and allocate resources;</i>	

- process and format bibliographic data according to standardized standards;
- evaluate information;
- respect and understand the conditionality of the use of the formats in question;
- work with different technologies.

Course content:

The defense of the dissertation has a stable course:

1. Introductory word of the doctoral student, presentation of the results of the final work.
2. Presentation of the main points from the written opinions of the trainer and opponents.
3. Answering the doctoral student to the questions of the supervisor and opponents.
4. Expert discussion on the dissertation with questions for the doctoral student.

The dissertation is available to the commission during the defense. The introductory word of the doctoral student should contain in particular the following points:

1. Brief justification of the choice of topic, its topicality, practical contribution.
2. Clarification of goals and methodology of work.
3. The main content problems of the work.
4. Conclusions and practical recommendations reached by the doctoral student.

During the presentation, the doctoral student has his / her own copy of the dissertation, or an introductory presentation prepared in writing. He / She will deliver the speech independently. He / She can use computer technology.

Recommended literature:

Bednárová-Gibová, K., Zákutná, S. 2018. Terminological equivalence in translation of philosophical texts. In: Russian Journal of Linguistics. Roč. 22, č. 2, s. 423-435.

Eco, U., 2007. Jak napsat diplomovou práci. Praha: Votobia.

Evans, D. 2008. Semantic antipluralism: How to translate terms in philosophy. In: British Journal for the History of Philosophy, 16(1), s. 229–235.

Gavora, P., 1999. Úvod do pedagogického výskumu. Bratislava: Univerzita Komenského.

Katuščák, D., 2013. Ako písať záverečné a kvalifikačné práce. Bratislava Enigma.

Kornuta, H. M., Germaine, R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond. Routledge.

Meško, D., Katuščák, D., Findra, J. a kol. 2005. Akademická príručka. Martin: Osveta.

Murgaš, J., 2011. Základy interpretace filozofických textů I. Interpretace k osvojení obsahu textů. Plzeň: Filozofická fakulta Západočeské univerzity.

Paltridge, B., Starfield, S. 2020. Thesis and Dissertation Writing in a Second Language: A Handbook for Students and their Supervisors. 2nd Edition. Routledge.

Wentzel, A. 2018. A Guide to Argumentative Research Writing and Thinking: Overcoming Challenges. Routledge.

Žáčková, E. – Murgaš, J., 2011. Interpretace filozofických textů. Plzeň: Filozofická fakulta Západočeské univerzity.

Smernica o náležitostiach záverečných prác, ich bibliografickej registrácii, kontrole originality, uchovávaní a sprístupňovaní.[online]. Prešov: PU. [cit.27. 1. 2022]. Dostupné z: <https://www.pulib.sk/web/data/pulib/subory/stranka/ezp-smernica2019.pdf>

Other recommended literature is derived from the topics of students' dissertations.

Language which is necessary to complete the course: Slovak

Notes: -

Course evaluation

Total number of students evaluated: 2

A	B	C	D	E	FX
50%	50%	0%	0%	0%	0%

Lecturers:

Date of last change: 9.2.2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD*

COURSE DESCRIPTION

University: University of Prešov in Prešov	
Faculty: Faculty of Arts	
Code: 1IFI/MPEFD/22	Course title: Methodological Issues of 20 th Century Aesthetics (<i>Compulsory optional course</i>)
Contact lessons: Seminar Recommended course load (in lessons): Weekly: 1 Per course: 13 Method of educational activities: combined	
Number of ECTS credits: 4	
Semester: 2 nd – 9 th	
Degree of university study: 3	
Prerequisite(s):	
Course assessment and completion: Continuous assessment: Continuous assessment: The student participates in contact teaching and actively participates in seminar meetings on an ongoing basis. (Weight: 30% of the total grade) The student/submit a 15-page research paper to be critiqued by the course supervisor and instructor with the possibility of journal publication. (Weight: 70% of the total grade) Final assessment: The student participates in contact teaching and actively participates in seminar meetings on an ongoing basis. (Weight: 30% of the total grade) The student/submit a 15-page research paper to be reviewed by the course supervisor and instructor with the possibility of journal publication. (Weight: 70% of the total grade) The assessment of the student's performance in the study of the course is made according to a grading scale consisting of six grading levels and the following success criteria (in terms of percentage of performance in the assessment of the course): A - excellent (outstanding results: numerical value 1) / 100.00 - 90.00 % B - very good (above average results: 1.5) / 89.99 - 80.00 % C - good (average results: 2) / 79.99 - 70.00 % D - satisfactory (acceptable results: 2.5) / 69.99 - 60.00 % E - satisfactory (results meet the minimum criteria: 3) / 59.99 - 50.00 % FX - Inadequate (further work required: 4) / 49.99 % and below	
Course objective: Knowledge: the student knows the different methods of aesthetic theories, understands their mechanisms and their application and suitability for specific works of art or non-artistic objects. Skills: the student is able to perceive and understand the topic of his/her dissertation in the broader context of the 20th century aesthetic theories and the diversity of their methods. Competences: the student is able to choose an adequate method or combination of methods with regard to the dissertation topic, is familiar with the ways of applying methods to the problems of his/her dissertation topic and is aware of their distinctiveness and functionality. The student uses the chosen method(s) in the preparation of his/her own scientific study. The learning outcomes - knowledge - are verified continuously during debates at seminar meetings. Learning outcomes - skills and competencies - are verified in a written thesis - a scientific study in the 13th week of the semester.	
Course content: Analysis of methodological principles and possible applications for contemporary aesthetics and its exploration through examples: positivist method (Taine) psychological methods of investigating aesthetic and artistic phenomena (Bullough, Jung, Freud) the phenomenological method (Husserl, Ingarden, Heidegger, Sartre) structuralist and post-structuralist methods (Mukařovský, Lotman, Derrida, Foucault) analytical method (Wittgenstein, Weitz, Sibley, Danto, Goodman) hermeneutic method (Gadamer, Ricoeur, Mathauser) pragmatic method (Dewey, Shusterman)	
Textbooks and references: Beardsley, M.C., 2010. Estetická definice umění. In: Kulka, T., Ciporanov, D. eds.: Co je umění. Texty angloamerické estetiky 20. století. Praha: Mervart, s. 237-254. Berleant, A., 1991. Art and Engagement. Philadelphia: Temple University Press.	

Dickie, G., 2010. Co je umění? Institucionální analýza. In: Kulka, T. - Ciporanov, D. (eds.): Co je umění. Texty angloamerické estetiky 20. století. Praha: Mervart, s. 113-132.

Gadamer, H.G., 1998. Aktualita krásneho. Bratislava: Archa.

Goodman, N., 2007. Jazyky umění. Nástin teorie symbolu. Praha: Academia.

Ingarden, R., 1965. O štruktúre obrazu. Bratislava: SVKL.

Joughin, J.J. a S. Malpas, 2003. The New Aestheticism [online]. Manchester: Manchester University Press. Book, Whole. ISBN 9780719061387. Dostupné na: doi:10.9760/mupoa/9780719061387

Kulka, T. - Ciporanov, D. (eds.), 2010. Co je umění. Texty angloamerické estetiky 20. století. Praha: Mervart.

Majetschak, S. a A. Weiberg, 2017. Aesthetics Today: Contemporary Approaches to the Aesthetics of Nature and of Arts. Proceedings of the 39th International Wittgenstein Symposium in Kirchberg [online]. Berlin/Boston: Walter de Gruyter GmbH. Book, Whole. ISBN 3110539586. Dostupné na: <https://go.exlibris.link/gMq90TIS>

Mathauser, Z., 2006. Básňivé náповědi Husserlovy fenomenologie. Praha: Filosofia.

Mukařovský, J., 1966. Studie z estetiky. Praha: Odeon.

Saito, Y., 2014. Future Directions for Environmental Aesthetics. V: M. Drenthen a J. Kueulartz, ed. Environmental Aesthetics: Crossing Divides and Breaking Ground [online]. B.m.: Fordham University Press, s. 25. ISBN 0823254496. Dostupné na: shorturl.at/xFR19

Shusterman, R., 2000. Pragmatist Aesthetics: Living Beauty, Rethinking Art [online]. Blue Ridge Summit: Rowman a Littlefield Publishers. Book, Whole. ISBN 9780847697656. Dostupné na: <https://go.exlibris.link/jbfDmn0S>

Shusterman, R., 2003. Estetika pragmatizmu. Bratislava: Kalligram.

Scruton, R., 2009. Hudobná estetika. Bratislava: Hudobné centrum.

Weitz, M., 2010. Role teorie v estetice. In: Kulka, T. - Ciporanov, D. (eds.): Co je umění. Texty angloamerické estetiky 20. století. Praha: Mervart, s. 51-64.

Language required for the course: Slovak, English

Notes: -

Evaluation of courses

Total number of students assessed: 3

A	B	C	D	E	FX
67%	0%	33%	0%	0%	0%

Lectured by: Inštitút estetiky a umeleckej kultúry
prof. PaedDr. Slávka Kopčáková, PhD., doc. Mgr. Lukáš Makky, PhD., doc. Mgr. Adrián Kvokačka, PhD.

The date of course description's last modification: 17. 1. 2022

Guarantor's signature: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: University of Prešov in Prešov	
Faculty: Faculty of Arts	
Code: 1IFI/AHEFD/22	Course title: Current Issues of Aesthetics of Music of the 20 th Century (<i>Compulsory optional course</i>)
Contact lessons: Seminar Recommended course load (in lessons): Weekly: 1 Per course: 13 Method of educational activities: combined	
Number of ECTS credits: 4	
Recommended semester: 2 nd – 9 th	
Degree of university study: 3.	
Prerequisite(s): -	
Course assessment and completion: Continuous assessment To successfully complete the course, it is necessary to complete 3 components: 1. The student of internal and external form participates in contact teaching and continuously actively participates in seminar meetings, where he presents the partial results of his research and defends them in a discussion with colleagues. The lecture of the teacher follows. – 30 points. 2. In the 13th week of the semester, the student submits a scientific study (in the range of 15-20 NS), which will be opposed by the subject guarantor and the tutor. Subsequently, it is recommended to publish it in a suitably selected scientific journal (Scopus, WoS) – 60 points. 3. The student will present an overview of the problems discussed in the studied professional literature in the form of an elaborated study within the framework of joint seminar meetings – 10 points. To successfully complete the course, it is necessary to achieve a result of min. 50%. In accordance with the Study The assessment of the student's performance in the study of the course is made according to a grading scale consisting of six grading levels and the following success criteria (in terms of percentage of performance in the assessment of the course): A - excellent (outstanding results: numerical value 1) / 100.00 - 90.00 % B - very good (above average results: 1.5) / 89.99 - 80.00 % C - good (average results: 2) / 79.99 - 70.00 % D - satisfactory (acceptable results: 2.5) / 69.99 - 60.00 % E - satisfactory (results meet the minimum criteria: 3) / 59.99 - 50.00 % FX - Inadequate (further work required: 4) / 49.99 % and below	

Course objective:**Knowledge - Course graduate:**

V1: he is familiar with current aesthetic issues related to music,

V2: applies interdisciplinary links of Aesthetics of music to Aesthetics, musicology, information theory, psychology and sociology,

V3: orients in the development of music-aesthetic-thinking up to the present,

V4: is able to name the focus areas of contemporary music and aesthetic research,

V5: compares and analyzes the basic aesthetic directions and standards created on the basis of experience from the creation and perception of musical art.

Skills - Course graduate:

Z1: critically reads and evaluates sources of Aesthetics of music,

Z2: uses and applies theoretical concepts and categories of aesthetics in application to music,

Z3: specifies the peculiarities of music and follow their reflection in contemporary aesthetic theories,

Z4: demonstrates systematic study knowledge,

Z5: perceptually analyzes and verbally interprets the basic stylistic elements and compositional techniques of 20th century music, to seek and find parallels to them in other types of art in relation to the period-specific in aesthetic and philosophical thinking.

Competences - Graduate of the course XY:

K1: carries out qualitative research related to the topic of the dissertation thesis,

K2: applies the acquired systematic knowledge to the solution of set complex problems in his/her own research activities,

K3: defends his own findings in discussions and in broader scientific forums,

K4: argues professionally his expertise, opinions and methodological positions.

The educational outcomes of knowledge are verified continuously during discussions at seminar meetings, in a written work (or a scientific study submitted in the 13th week of the semester). The educational outcomes of the skill and competence are verified in the paper and PWP presentation within the joint seminar part.

Course content:

1. Overview of the history of music-aesthetic-thinking.
2. Music as a problem of aesthetics.
3. Typology of aesthetic concepts reflecting music.
4. Phenomenological and sociological movements of Aesthetics of music of the 20th century (Husserl, Gadamer et al.)
5. Psychologizing and semiotic tendencies in Aesthetics of music of the 20th century (Freud, Eco, Zich, Sychra, Jiránek, Volek).
6. Relations of music poetics and Aesthetics (Bussoni, Schönberg, Stravinsky).
7. Relationships and intersections of music aesthetics, music criticism and music philosophy (Scruton, Levinson).
8. Terms and definitions: work of music, musical content and musical meaning, musical form and musical structure.
9. Musical experience as a cognitive-emotional function.
10. Creation of aesthetic information by music and ways of its reception and comprehension (perception, apperception and reception of music).
11. Aesthetics of music and postmodern music culture.
12. Current issues of musical aesthetics at the turn of the 20th and 21st centuries (ontology, essentialism, anti-essentialism, formalism, ontologism, cognitivism, etc.).

Textbooks and references:

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- Adorno, T. W., 1965. O niektorých ťažkostiach pri komponovaní v súčasnosti. In: Slovenská hudba, 1965, roč. 9, č. 8, s. 353-362.
- Adorno, T. W., 1966. Formové princípy súčasnej hudby. In: Slovenská hudba. Roč. 10, č. 9, s. 385-391.
- Adorno, T. W., 1969. Hudba na provázku. In: Hudební věda. Roč. 6, č. 1, s. 92-101.
- Adorno, T. W., 1997. Estetická teorie. Praha: Panglos.
- Alperson, Ph., ed., 1987. What is Music? An Introduction to the Philosophy of Music, New York: Haven.
- Alperson, Ph., 2009. Facing the Music: Voices from the Margins. In: Topoi. Vol. 28, No.2, pp. 91-96. doi:10.1007/s11245-009-9052-9
- Bicknell, J., 2009. Why Music Moves Us, New York: Palgrave Macmillan.
- Brejka, R., 1996. Vybrané kapitoly z dejín hudobnej estetiky I. Bratislava: VŠMU.
- Brejka, R., 1998. Vybrané kapitoly z dejín hudobnej estetiky II. Bratislava: VŠMU.
- Brejka, R., 1999. Vybrané kapitoly z dejín hudobnej estetiky III. Bratislava: VŠMU.
- Budd, M., 1985a. Music and the Emotions: The Philosophical Theories, London: Routledge & Kegan Paul.
- Budd, M., 1985b. Understanding Music. In: Proceedings of the Aristotelian Society (Supplement). Vol. 59, No.1, pp. 233-248. doi:10.1093/aristoteliansupp/59.1.215
- Budd, M., 1995. Values of Art: Pictures, Poetry and Music. London: Penguin.
- Budd, M., 2003. Musical Movement and Aesthetic Metaphor. In: British Journal of Aesthetics. Vol. 43, No. 3, pp. 209-223. doi:10.1093/bjaesthetics/43.3.209
- Busoni, R., 1962. Zarys nowej estetyki muzyki. Katowice: Państwowa wyższa szkoła muzyczna w Katowicach.
- Cook, N., 2000. Music. A Very Short Introduction. Second reissued edition. New York: Oxford University Press.
- Currie, G., 1989. An Ontology of Art. New York: St. Martin's Press.
- Dahlhaus, C., 1966. Estetické problémy najnovšej hudby. 1966. In: Slovenská hudba. Roč. 10, č. 1, s. 30-32.
- Dahlhaus, C., 1967. Musikästhetik. Köln: Musikverlag Hans Gerig.
- Dahlhaus, C., 1969. Nová hudba jako historická kategorie. In: Hudební rozhledy. Roč. 22, č. 23-24, s. 746-752.
- Dahlhaus, C., 1969. Lesk a bída elektronické hudby. In: Hudební rozhledy, 1969, roč. 22, č. 5, s. 154-156.
- Dahlhaus, C., 1982. Esthetics of Music. (from original 1967 translated by W. W. Austin). New York: Cambridge University Press.
- Dahlhaus, C., 1983. Analysis and Value Judgment. (from original 1970 translated by S. Levarie). New York: Pendragon Press.
- Davies, D., 2004. Art as Performance. Malden: Blackwell.
- Davies, S., 2001. Musical Works and Performances: A Philosophical Exploration, Oxford: OUP.
- DeBellis, M., 1995. Music and Conceptualization, Cambridge: Cambridge University Press.
- Dodd, J., 2007. Works of Music: An Essay in Ontology. Oxford: Oxford University Press.
- Dodd, J., 2013. Adventures in the Metaontology of Art: Local Descriptivism, Artefacts and Dreamcatchers. In: Philosophical Studies. Vol. 165, No. 3, pp. 1047-1068. doi:10.1007/s11098-012-9999-z
- Dwivedi, P., S., ed. 2022. Aesthetics and the Philosophy of Art: Comparative Perspectives. London. Routledge.
- Dykast, R., 2000. Symbolická forma v hudbě. In: K aktuálním otázkám hudební teorie. Praha:

- HAMU, s. 124-130.
- Dykast, R. 2005. Hudba věku melancholie. Praha: Togga.
- Eco, U., 2004. Teorie sémiotiky. Brno: JAMU.
- Eco, U., 2015. Otevřené dílo: forma a neurčenost v současných poetikách. Praha: Argo.
- Eggebrecht, H. H., 2001. Hudba a krásno. Praha: Nakl. Lidové noviny.
- Fukač, J., 1989. Mýtus a skutečnost hudby. Praha: Panton.
- Godár, V., 2000. Kacírske quodlibety. Bratislava: Music Forum
- Goehr, L., 1992. The Imaginary Museum of Musical Works: An Essay in the Philosophy of Music, Oxford: OUP.
- Goodman, N., 2017. Nové pojetí filozofie a dalších umění a věd. Praha: FF UK.
- Hamilton, A., 2007. Aesthetics and Music, New York: Continuum.
- Hanslick, E., 2010. O hudobnom krásne. Preklad 15. nemeckého vydania. Bratislava: Hudobné centrum.
- Hindemith, P., 2008. Skladatelův svět. Jeho obzory a hranice. Praha: AMU.
- Iseminger, G., 2004. The Aesthetic Function of Art. Ithaca: Cornell University Press.
- Jiránek, J., 1996. Hudební sémantika a sémiotika. Olomouc: Vyd. UP v Olomouci.
- Kanda, R., 2016. Umění na cestě z postmodernismu: angažované nebo radikální? In: Kanda, R., et. all. Podzim postmodernismu: Teoretické výzvy současnosti. Praha: Filosofie, s. 137–158.
- Kania, A., 2008a. New Waves in Musical Ontology. In: K. Stock and K. Thomson-Jones, eds. New Waves in Aesthetics. New York: Palgrave Macmillan, pp. 20-40.
- Kania, A., 2008c. The Methodology of Musical Ontology: Descriptivism and Its Implications. In: British Journal of Aesthetics. Vol. 48, No.4, pp. 426-444. doi:10.1093/aesthj/ayn034
- Kania, A., 2013. Platonism vs. Nominalism in Contemporary Musical Ontology. In: Mag Uidhir 2013, pp 197-219. doi:10.1093/acprof:oso/9780199691494.003.0010
- Karbusický, V., 1993. Tvar a význam v hudbě. In: Hudební věda. Roč. 30, č. 4, s. 299-330.
- Kivy, P., 2002. Introduction to a Philosophy of Music. Oxford: Oxford University Press.
- Kneif, T., 1972. Hudba a znaky. Aspekty neexistující hudební sémiotiky. In: Hudební rozhledy. Roč. 25, č. 4, s. 230-232.
- Kopčáková, S., 2015. Hudobná estetika a populárna hudba. Prešov: FF PU.
- Kopčáková, S., 2020. Aktuálne otázky hudobnej estetiky 20. a 21. storočia. Prešov: FF PU.
- Kulka, T. a Ciporanov, D., eds., 2010. Co je umění? Texty angloamerické estetiky 20. století. Praha: Pavel Mervart.
- Kulka, T., 2019. Umění a jeho hodnoty: Logika umělecké kritiky. Praha: Argo.
- Langerová, K. S., 1998. O významovosti v hudbe. Genéza umeleckého zmyslu. Bratislava: SNEH.
- Levinson, J., 2011. Music, Art, and Methaphysics. Essays in Philosophical Aesthetics. New York: OUP.
- Lissa, Z., 1982. Nové studie z hudební estetiky. Praha: Supraphon.
- Nelson, R. S., a Shiff, R., 2004. Kritické pojmy dejín umenia. Bratislava: Slovart.
- Poledňák, I., 2006. Hudba jako problém estetiky. Praha: Karolinum a Univerzita Karlova.
- Scruton, R., 2003. Průvodce inteligentního člověka po moderní kultuře. Praha: Academia.
- Scruton, R., 2009. Hudobná estetika. Bratislava: NHC.
- Schusterman, R., 2003. Estetika pragmatizmu. Bratislava: Kalligram.
- Stock, K., ed., 2007. Philosophers on Music: Experience, Meaning, and Work, Oxford: Oxford University Press.
- Vičar, J. a Dykast, R., 1998. Hudební estetika. Praha: Akademie múzických umění.
- Wollheim, R., 1980. Art and its Objects, Cambridge: Cambridge University Press; 2nd edition (with six supplementary essays). doi:10.1017/CBO9781316286777
- Wolterstorff, N., 1980. Works and Worlds of Art, Oxford: Clarendon Press.

Zangwill, N., 2004. Against Emotion: Hanslick Was Right About Music. In: British Journal of Aesthetics. Vol. 44, No.1, pp. 29-43. doi:10.1093/bjaesthetics/44.1.29
 Zangwill, N., 2007. Music, Metaphor, and Emotion. In: Journal of Aesthetics and Art Criticism. Vol. 65, No. 4, pp. 391-400. doi:10.1111/j.1540-594X.2007.00272.x

Language required for the course: Slovak, Czech and English.

Notes: -

Evaluation of courses:

Total number of students assessed:

A	B	C	D	E	FX
75 %	0 %	0 %	0 %	0 %	25 %

Lectured by: prof. PaedDr. Slávka Kopčáková, PhD.

The date of course description's last modification: 12.01.2022

Guarantor's signature: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: 1IFI/MPEFD/22	Course title: <i>Methodological Issues of Ethical Theory and Practice (Compulsory optional course)</i>
Type, scope and method of educational activity: <i>1 seminar lesson a week</i> <i>Method of educational activity: combined</i>	
Number of credits: 4	
Recommended semester: <i>2nd – 9th</i>	
Study grade: <i>3rd</i>	
Prerequisites: -	
Conditions for passing the course: Method of evaluation: <i>continuous evaluation</i> <i>Students are required to participate actively during the seminary sessions as well as to elaborate a seminar paper in order to obtain 4 credits; the task of the seminar paper is to develop a methodological analysis of the approach in relation to the actual topic of the dissertation, its presentation and defense of own approach.</i> <i>The percentage requirements to achieve credits are as follows:</i> <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 a menej %</i>	
Learning outcomes: <i>After completing the course, the student:</i> <i>Knowledge:</i> <i>• acquires knowledge of scientific theory and its importance in the study of human society;</i> <i>• is familiar with the definition and importance of theory in ethics and in metavision on the given issue</i> <i>• by means of argumentative approach, the student can describe, compare and analyze the strong and weak aspects of individual ethical theories</i> <i>• recognizes the specific feature of ethical issues and methods of approach to the analysis of social facts based on applied methodology and the potential of its application in research;</i> <i>• can detect and draw attention to one-sided and unethical forms of knowledge and research of morality</i> <i>• masters research methods and recognizes the value structure of the human world;</i> <i>• the student is able to apply the acquired knowledge to the research of behavior, value orientation, behavior of the individual and institutions;</i> <i>• has the pre-requisite to anticipate the positive/negative consequences of the development of science and research</i> <i>• learns the research work methodology, the choice of methods and procedures in their</i>	

application

- *can independently advise, consult, generate, design and create new stimuli and approaches to the assessment of life phenomena and situations;*

Skills:

- *the student notices and develops knowledge, recognizes essential, main and decisive features and aspects of phenomena;*
- *is able to cope with many theoretical approaches in ethics and search independently for relevant connections and connections between them;*
- *considers, accepts, admits, mediates, but also critically systematizes, shapes and promotes his / her own opinion;*
- *has communication skills and motivation focused on responsibility and further education related to research issues;*

Competences:

- *during his / her studies, the student has mastered the principles of scientific work, has the abilities to apply research methods of the ethical dimension of life and to come up with new and correct strategies.*
- *is ready to systematically analyze the moral dimensions of individual areas of society at a scholarly level and prepare his / her ethical expertise;*
- *is ready to choose the right methodological approach and apply it in the practice of ethical assessment of the responsibility of science and research for (non) human-caused consequences;*
- *acquires methodological ability to recognize and methodically systematize knowledge, prepare, select, recommend and coordinate approaches, organize, conduct, manage, recognize the right solutions and propose ways of their assessment and application in practice (public, political, school and academic, etc.)*

Course content:

- *Scientific theory and theory in ethics - theory of ethical theory*
- *Discussions and controversies about the form and function of theory in ethics: theory versus anti-theory in ethics*
- *Morality status and moral theory*
- *Metaetic contemplation - ethical / normative thinking (ethical theory as a basis for moral evaluation?)*
- *"Strong" theories - arguments and justifications (R. Dworkin, J. Habermas, R. M. Hare, J. Raels, M. Slote ...)*
- *"Weak" theories - anti-theorists (A. McIntyre, Ch. Tylor, B. Williams, A. Baier...)*
- *Hybrid theories in ethics as a relevant grouping of everything possible*

Recommended literature:

Fotion, N. 2014. *Theory vs. Anti-theory in Ethics*. Oxford: University Press.

Tugendhat, E. 2004. *Přednášky o etice*. Praha: Oikúmené

Hare, R. M. 2001. *Myślenie moralne. Jego płasczyzny, metody i istota*. Warszawa: Aletheia

Taylor, Ch. 2001: *Etika authenticity*. Praha: Filosofia

Černík, V.-Viceník, J. 2004: *Problém rekonštrukcie sociálnych a hmanitných vied*. Bratislava. Iris..

Szapuová, M.-Nuhlíček, M.-Chabada, M. (eds.) 2019. *Veda, spoločnosť, hodnoty*. Bratislava:

UK Balogová, B.- Bilasová, V. 2020. <i>Vybrané metodologické otázky výskumu v sociálnej práci</i> . Prešov: PU					
Required language: <i>Slovak</i>					
Notes:					
Course evaluation: Number of students evaluated: 0					
A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%
Lecturer: <i>Prof. PhDr. Viera Bilasová, CSc.</i>					
Date of last change: <i>9.2.2022</i>					
Approved by: <i>prof. Mgr. Vladislav Suvák, PhD.</i>					

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: 1IFI/DSFFD/22	Course title: <i>History of Slovak and Czech Philosophy (Compulsory optional course)</i>
Type, scope and method of educational activity: <i>1 seminar lesson a week</i> <i>Method of educational activity: combined</i>	
Number of credits: 4	
Recommended semester: <i>2nd – 9th</i>	
Study grade: <i>3rd</i>	
Prerequisites:	
Conditions for passing the course: Method of evaluation: <i>continuous evaluation</i> <i>The final evaluation is based on active participation on lectures and consultations (practical seminary sessions) from the given course and with regard to the level of oral presentation of their written semester project.</i> <i>Oral presentation on a selected problem (0 – 30 pp)</i> <i>Semester project (0 – 70 pp)</i> <i>Overall assessment: The student may obtain a maximum of 100 points in total. The students achieving less than 50 points will not be awarded credits.</i> <i>The percentage requirements to achieve credits are as follows:</i> <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:

The student is able to:

Knowledge:

- *define the basic stages in the development of Slovak and Czech philosophy*
- *characterize the basic problem areas in the history of Slovak and Czech philosophy*
- *contribute to overcoming the traditional, so-called "Influological" approach to the study and interpretation of the history of Slovak and Czech philosophy (its individual concepts and representatives)*
- *master the work of "classics" of Slovak and Czech philosophy (J. Bayer, M. Greguš, E. Ladiver, J. Feješ, L. Štúr, S. Š. Osuský, Sv. Štúr, I. Hrušovský, J. A. Komenský, A. Smetana, B. Bolzano, E. Rádl, J. Tvrđý, T.G. Masaryk, J. Patočka and others)*
- *get acquainted with current interpretations of the history of Slovak and Czech philosophy (pluralism of interpretations)*

Skills:

- *characterize the history of Slovak and Czech philosophy as a specific part of the spiritual culture of Slovaks and Czechs*
- *define and argue for historically progressive (positive) and conservative initiatives in the history of Slovak and Czech philosophy*
- *present (explain) basic concepts (secular and religious provenance) in the history of Slovak and Czech philosophy*
- *reflect the current forms of dialogue of individual philosophical concepts in Slovakia and the Czech Republic*

Competences:

- *determine the content and meaning of the subject of the history of Slovak and Czech philosophy*
- *demonstrate the ability of critical reflection on individual concepts of Slovak and Czech philosophy*
- *apply the results of knowledge of the history of Slovak and Czech philosophy to a broader understanding of Slovak and Czech spiritual culture*
- *actively discuss and adequately present their opinion in written and oral form*

Course content:

Subject of research in the subject History of Philosophy in Slovakia and the Czech Republic.

Methodological problems of research of the history of Slovak and Czech philosophy (continuity and discontinuity, synchronism and diachronism, variability and invariance, receptivity and application peculiarity).

Philosophy in Slovakia in the period of humanism and the Enlightenment.

Philosophy at University of Trnava.

Philosophy at the "Prešov school" (Evangelical College in Prešov).

Philosophy of Ľudovít Štúr's followers (the Slovak National Revival Movement).

Philosophy of T. G. Masaryk and its response in Slovakia.

Czech positivism.

Philosophical work of I. Hrušovský.

Religious philosophy in Slovakia and Bohemia in the 20th century.

Philosophical work of J. Patočka.

Recommended literature:

Bakoš, V., 1988. *Filozofické myslenie na Slovensku v medzivojnovom období*. Bratislava: SAV.
Dupkala, R., 1999. *Prešovská škola. Filozofia na ev. kolégiu v Prešove*. Prešov: ManaCon.
Dupkala, R., 2000. *Štúrovci a Hegel*. Prešov: ManaCon.
Dupkala, R., 2006. *Reflexie európskej filozofie na Slovensku*. Prešov: Impreso.
Hrušovský, I., 1980. *Monológy a dialógy*. Bratislava: Slovenský spisovateľ.
Kolektív, 1998. *Dejiny filozofie na Slovensku v XX. storočí*. Bratislava: SAV.
Mihina, F., 1998. Hrušovského iniciatívy vo filozofii vedy. In: *Filozofia*, roč. 53, č. 9.
Munz, T., 1961. *Filozofia slovenského osvietenstva*. Bratislava: Vydavateľstvo SAV.
Várossová, E., 1967. Teoretické iniciatívy Igora Hrušovského. In: *Filozofia*, roč. 22, č. 2.

Required language: Slovak

Notes: *The lecturer will provide primary and interpretive literature to students in print or scanned version.*

Course evaluation:

Number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturer: *Dr. h. c. prof. PhDr. Rudolf Dupkala, CSc.*

Date of last change: 9.2.2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Presov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/PSEFD/22	Course title: <i>Political and Social Philosophy of European Enlightenment (Compulsory optional course)</i>
Type, scope and method of educational activity: <i>1 seminar lesson a week</i> <i>Method of educational activities: combined</i>	
Number of credits: 4	
Recommended semester: 2 nd – 9 th	
Study grade: 3.	
Prerequisites: -	
Conditions for passing the course: <i>Continuous evaluation</i> • <i>Evaluation is based on the overall work of the student during the semester (40 points) and on the seminar work (60 points). The overall evaluation contains the sum of min. points from both mentioned areas of the student's activities.</i> • <i>The task of the seminar work is to demonstrate the ability of independent scientific work with literature, definition of methodological issues, comparison, assessment and proposals for solving the problem; a separate choice of approach methodology and solution is envisaged; work is presented at the seminar.</i> Classification: <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less</i>	

Learning outcomes:

Basic knowledge

After the course, the student is able to:

- *characterize the Enlightenment in the social, political and cultural context of the time and introduce the philosophical concepts of philosophers of the German, French and Scottish Enlightenment with a focus on practical philosophy.*

Basic skills

After the course, the student is able to:

- *on the basis of theoretical knowledge and critical analysis of the philosophical-theoretical heritage of the Enlightenment to interpret the phenomenon of the Enlightenment in a broader context in two basic forms: the Enlightenment as a principle and the Enlightenment as a time*
- *characterize some current interpretations of the Enlightenment, which speak of true or false Enlightenment, its fight against prejudice*
- *explain the individual concepts of German, French and Scottish philosophers, in which the philosophers reflected intensively on the events taking place at the time and reflected society and politics in their philosophy*
- *comprehensively describe the meaning and value of the philosophy of the Enlightenment - not only as the age of reason*
- *present an understanding approach to the various initiatives of philosophers of the 18th century, especially to their practical views*
- *prepare a written work, which will include the analysis of primary texts and reflection of several interpretations (mostly written in foreign language).*

Basic competences

After the course, the student is able to:

- *present the acquired knowledge and gained experience in verbal form before the auditorium*
- *process the acquired knowledge into a scientific philosophical text*
- *independently obtain other relevant information in favor of the growth of his / her philosophical competencies*
- *develop critical thinking in personal and social life as well as scientific practice*
- *evaluate foreign and own interpretive performances.*

Course content:

- *Criticism, reason, theory and practice in philosophical thinking of the 18th century*
- *Enlightenment as a principle, enlightenment as a time*
- *Basic historical-philosophical reflections on 18th century thinking*
- *Contemporary interpretations of the Enlightenment*
- *Theory of progress*
- *French Enlightenment (Voltaire, D'Alembert, Diderot, Montesquieu, Rousseau)*
- *Scottish Enlightenment (Hume, Smith, Ferguson) as a reflection of politics and society in the British Isles*
- *Kant's practical philosophy: the transition from moral-practical to legal-practical reason, the idea of world citizenship and general world civil status as a regulatory principle of reason*
- *The principle of human self-creation as a fundamental starting point for the practical philosophy of the Enlightenment - cultivation, civilization and moralization.*
- *Civil society. Good man vs. good citizen.*

Recommended literature:

- Anderson-Gold, S., 2000. Unnecessary Evil: History and Moral Progress in the Philosophy of Immanuel Kant. New York: State University of New York Press.
- Arendtová, H. 2007. Vita activa neboli O činném životě. Praha: OIKOYMENH.
- Belás, Ľ., 2006. Dejiny a politika. Príspevok ku Kantovmu filozofickému vývoju. Prešov: Filozofická fakulta PU.
- Belás, Ľ., 1998. Dejinný rozmer filozofie osvietenstva. Prešov: MANACON.
- Belás, Ľ. - Andreanský, E. - Zákutná, S. (eds.), 2011. Návraty ku Kantovi. Prešov: Filozofická fakulta PU.
- Brieskorn, N., 2009. Sozialphilosophie. Stuttgart: Reclam.
- Cassirer, E., 1973. Die Philosophie der Aufklärung. Tübingen.
- Deligiorgi, K., 2005. Kant and the Culture of Enlightenment. New York: State University of New York Press.
- Ferguson, A., 1995. An Essay on the History of Civil Society. Cambridge University Press.
- Habermas, J., 1978. Theorie und Praxis. Sozialphilosophische Studien. Frankfurt am Main: Suhrkamp.
- Habermas, J. 2000. Strukturální přeměna veřejnosti. Zkoumání jedné kategorie občanské společnosti. Praha: Filosofia.
- Holzbachová, I., 2011. Příspěvky k dějinám francouzské filozofie společnosti. Brno: Masarykova univerzita.
- Honneth, A., 1996. Sociální filosofie a postmoderní etika. Praha: FILOSOFIA.
- Hume, D., 1987. Essays Moral, Political, Literary. Indianapolis: Liberty Fund.
- Im Hof, U., 2001. Evropa a osvícenství. Praha: Nakladatelství Lidové noviny.
- Kant, I., 2002. Co znamená orientovat se v myšlení? In: Filosofický časopis. 50, č. 1, s. 157-173.
- Kant, I., 2002. Dopisy o zrození „Kritiky čistého rozumu“. In: Filosofický časopis. 50, č. 1, s. 147-1156.
- Kant, I., 1996. K večnému mieru. Bratislava: ARCHA.
- Kant, I., 1979. Kritika čistého rozumu. Bratislava: Pravda.
- Kant, I., 1990. Kritika praktického rozumu. Bratislava: NAKLADATEĽSTVO SPEKTRUM.
- Kant, I., 2015. Kritika soudnosti. Praha: OIKOYMENH.
- Kant, I., 2013. Studie k dějinám a politice. Eds. Sobotka M. a Novotný, K. Praha: OYKOYMENH.
- Kant, I., 2004. Základy metafyziky mravov. Bratislava: KALLIGRAM.

Klemme, H. E. (ed.), 2000. Reception of the Scottish Enlightenment in Germany. Six Significant Translations, 1755-1782. Bristol: Thoemmes Press.

Koslowski, P., 2005. The Discovery of Historicity in German Idealism and Historism. Berlin, Heidelberg: Springer-Verlag.

Rousseau, J. J., 2010. O spoločenskej zmluve. Bratislava: Kalligram.

Rousseau, J. J., 1989. Rozprava o pôvodu a príčinách nerovnosti medzi ľidmi. In: Rousseau, J. J. Rozpravy. Praha: Svoboda, s. 75 – 168.

Rousseau, J. J., 1989. Rozprava o viedách a umeniach neboli o tom, zda obnova vied a umeni prispela k ocist' mrav'ov. In: Rousseau, J. J. Rozpravy. Praha: Svoboda, s. 45 – 74.

Oz-Salzberger, F. 2008. Ferguson's Politics of Action. In: Heath E. – Merolle V. (eds.) Adam Ferguson: History, Progress and Human Nature. London: Pickering & Chatto 2008, s. 147 – 156.

Smith, A., 1984. The Theory of Moral Sentiments. Indianapolis: Liberty Fund.

Smith, A., 2001. Pojednani o podstate a puvodu bohatstvi narod'ov. Praha: Liberálni institut.

Yovel. Y., 1980. Kant and the Philosophy of History. Princeton, New Jersey: Princeton University Press.

Zácutná, S., 2013. Kantova idea svetoobčianstva v kontexte politického myslenia Európy 18. storočia. Prešov: Filozofická fakulta Prešovskej univerzity v Prešove.

Zácutná, S., 2013. Civil society in Kant's philosophy of history. In: Kant und die Philosophie in weltbürgerlicher Absicht: Akten des XI. Kant-Kongresses 2010. Berlin: De Gruyter, s. 913-920.

Zácutná, S., 2015. Philosophy of History of Adam Ferguson and Immanuel Kant. In: Estudos Kantianos. Vol. 3, no. 1, s. 75-82.

Zácutná, S., 2021. Kant on Teaching Philosophy and Education in a Cosmopolitan Manner. In: The Court of Reason: Proceedings of the 13th International Kant Congress, B. Himmelfmann, C. Serck-Hanssen (eds.). Berlin, Boston: De Gruyter, s. 1661-1666.

Language which is necessary to complete the course: Slovak and one world language

Notes: -

Course evaluation

Total number of students evaluated: 0

A	B	C	D	E	FX
0	0	0	0	0	0

Lecturers: doc. Mgr. Sandra Zácutná, PhD.

Date of last change: 5.1.2022

Approved by: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: 1IFI/UFNFD/22	Course title: <i>Introduction to Phenomenology (Compulsory optional course)</i>
Type, scope and method of educational activity: <i>1 seminar/lesson a week</i> <i>Method of educational activity: combined</i>	
Number of credits: 4	
Recommended semester: 2 nd – 9 th	
Study degree: 3 rd	
Prerequisites: -	
Conditions for passing the course: Method of evaluation: <i>continuous evaluation</i> <i>The student is required to obtain at least 25 points to be awarded 10 credits during the semester in order to receive final evaluation.</i> <i>The assessment is based on the student's overall participation during the semester (20 points) and on the seminar paper handed over (20 points). The overall evaluation includes the sum of min points from both mentioned areas of the student's activities.</i> <i>The task of the seminar paper is to demonstrate the ability of individual scientific work with literature, definition of methodological issues, comparison, assessment and proposals for solving the problem; a separate choice of approach methodology and solution is envisaged; the work is presented at the seminar.</i> <i>The percentage requirements to achieve credits are as follows:</i> <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	
Learning outcomes: <i>After finishing the course, the student acquires:</i> <i>Knowledge:</i> <i>acquires an overview in phenomenological disciplines and approaches to the study of phenomena from the perspective of classical and non-classical phenomenological practice abroad;</i> <i>the ability to concisely and clearly define the basic assumptions of individual currents of phenomenology and to concisely and clearly define the development of phenomenology from E. Husserl to J.-L. Marion;</i> <i>The student is able to evaluate the importance of phenomenological research for scientific practice.</i>	

Skills:

- Developing analytical thinking: The student can hold a reasonable dialogue on basic phenomenological issues.
- Developing critical thinking: On the basis of analytical work with the text, the student is able to follow the interpretation strategies that phenomenologists apply to a specific problem.

Competences:

- Application of historical topics in the systematic area: The student gains a systematic point of view on the problems and a general overview of historical changes of phenomenology, i.e. about the developing forms of approaches to individual issues during the 20th century.
- Context of studies: The student acquires a basic awareness of related systematic disciplines (psychotherapy, psychology and sociology, ethics, aesthetics, etc.), which are based on different forms of solving individual problems (by defining the concept of experience, intentionality, reduction, the natural world - the relationship between vision/knowledge, appearance/revelation, given/givenness - by the boundaries of phenomenology - by the relationship of subjectivity/objectivity and criticism of transcendental subjectivity in E. Husserl (M. Heidegger, E. Levinas, M. Henry, J.-L. Marion, M. Richir) - by a question: 'What is the phenomenon?' etc.
- The student acquires a methodological ability to recognize and methodically systematize knowledge, prepare, select, recommend and coordinate approaches based on them, recognize the right solutions and suggest ways to apply them in research;
- The student has presuppositions for further (self)study and knowledge development.

Course content:

- Basic schedule of the phenomenological project: psychologism, F. Brentano and E. Husserl - project of phenomenology as a strict science - intentionality - 3 reductions - reworking and extension of the concept of experience - M. Heidegger and the project of fundamental ontology - basic concepts of Being and time (ontological difference - Dasein, finiteness, authenticity - anxiety - Worry - temporality), critique of the phenomenology of consciousness, the end of metaphysics and the role of thinking;
- J. Patočka and the problem of the natural world - concept of existence - critique of Husserl's transcendental phenomenology - subject-object structure through the point of view of phenomenology - paradox of intra-conscious consciousness and limits of phenomenology of time - 3 movements of existence - negative platonism;
- E. Levinas - metaphysics as ethics - critique of philosophy Neutra - totalitarianism and infiniteness - asymmetry temporality of human existence - second and / as Other - philosophy through the eyes of Judaism - il y a (it is) - responsibility and service - epiphany of the face;
- M. Merleau-Ponty and H. Maldiney - phenomenology of perception - aesthetic turn and phenomenological aesthetics - critique of empiricism and critique of intellectualism - body and perception - visible and invisible - essence of art - emptiness - openness - rhythm - feeling;
- J.-L. Marion - theological turn in phenomenology - starting points - saturated phenomenon - icon and theophany - phenomenology of gift - being and revelation

Recommended literature:**Primary literature:**

Patočka, J., 1993. *Úvod do fenomenologické filosofie*. Praha: OIKOYMENH

Novotný, K., 2010. *O povaze jevů. Úvod do současné fenomenologie ve Francii*. Červený Kostelec: Pavel Mervart/Praha.

Novotný, K., 2010. *Co je fenomén? Husserl a fenomenologie ve Francii*. Červený Kostelec: Pavel Mervart/Praha.

Husserl, E., 2001. *Idea fenomenologie a dva texty Jana Patočky k problému fenomenologie*. Praha: OIKOYMENH.

Blecha, I., 1996. *Husserl*. Olomouc.

Levinas, E., 1997. *Totalita a nekonečno*. Praha: OIKOYMENH.

Interpretation literature:

Patočka, J., 2009. Co je existence? In: *Fenomenologické spisy II*. Praha: Oikoymenh&Filosofia, s. 335-366.

Heidegger, M., 2002. Nutnost výslovného obnovení otázky po bytí. In: *Bytí a čas*. Praha: OIKOYMENH, s. 17-20.

Levinas, E., 2009. Tvář. In: *Etika a nekonečno*. Praha: OIKOYMENH, s. 208-211.

Levinas, E., 1997. Druhý a Jiní. In: *Totalita a nekonečno*. Praha: OIKOYMENH, s. 188-190.

Maldiney, H. 2015. Náčrt fenomenológie umenia. In: Sucharek, P., *Fenomenológia stretnutia*. Prešov: AFPUP, s. 106-150.

Marion, J.-L., 2008. Formální příčina nekonečna. In: *Teologické texty* (38) 1-2, s. 109-131.

Required language: Slovak, English

Notes: *The lecturer will provide primary and interpretation literature to students in scanned version.*

Course evaluation:

Number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturer: doc. Mgr. Pavol Sucharek, PhD.

Date of last change: 9.2.2022

Approved by: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: 1IFI/DDRFD/22	Course title: <i>History and Historical Events in Russian Philosophical Thinking (Compulsory optional course)</i>
Type, scope and method of educational activity: <i>1 seminar lesson a week</i> <i>Method of educational activity: combined</i>	
Number of credits: 4	
Recommended semester: 2 nd – 9 th	
Cycle: 3 rd	
Prerequisites:	
Conditions for passing the course: <i>The students are required to participate on lectures and seminary sessions.</i> <i>Interim conditions: Active participation in seminar meetings. Realization of a presentation for a selected seminar assignment.</i> <i>Semester project</i> <i>The course is evaluated followingly:</i> <i>A: 100,00 – 90,00 %</i> <i>B: 89,99 – 80,00 %</i> <i>C: 79,99 – 70,00 %</i> <i>D: 69,99 – 60,00 %</i> <i>E: 59,99 – 50,00 %</i> <i>FX: 49,99 and less %</i>	
Learning outcomes: <i>After finishing the course, the student:</i> <i>Knowledge:</i> <i>acquire methods of scientific knowledge and methods of their verification;</i> <i>acquires the ability to describe, classify and analyze individual approaches;</i> <i>can assess the risks and benefits of individual methodological concepts and choose the appropriate method and method of research;</i> <i>is able to apply the acquired knowledge to the research of behavior, value orientation, actions of individuals and institutions;</i> <i>has the presupposition to anticipate the tendencies of the formation of Russian thinking at the subject level;</i> <i>Skills:</i> <i>takes into account and develops knowledge, recognizes essential, main and decisive features and aspects of phenomena, is able to examine them in relational relationships;</i> <i>considers, accepts, acknowledges, mediates, but also critically systematizes, shapes and promotes their opinion</i> <i>has communication skills and motivation focused on responsibility and further</i>	

education;

Competences:

- *mastered the principles of scientific research during his / her studies*
- *has abilities to apply research methods*
- *is prepared to systematically analyze the theoretical dimensions of individual areas of history in the context of Russian thinking at a professional level;*
- *has a methodological ability to recognize and methodically systematize knowledge, prepare, select, recommend and coordinate approaches based on them, recognize the right solutions and propose ways of their application in further professional activities;*
- *is able to advise, consult and propose new initiatives and approaches to the assessment of life phenomena and situations;*

Course content:

The course focuses on grasping key approaches to understand history in Russian philosophical thinking and presents a point of view at the definition of history, historical science and the interconnection of Russian way of thinking on historical events, milestones in the history of Russia. It deals with issues of the meaning of history, the order of history, conditionality in history. The course pays special attention to the issue of progress in history in the grasp of Russian thinkers by representing a grasp of the problem of the beginning of Russian philosophy and its connection with the thinking of the so-called West. The course focuses on the approach of key tendencies and ideological tensions, which are profiled between the religious and secular Russian way of thinking of the second half of the 19th century and its manifestations at the beginning of the new century in the thinking of the so-called silver age.

Recommended literature:

Chomjakov, A. S., 2006. *Jedna Církev*. Velehrad: Refugium Velehrad-Roma.

Leontiev, K. N., 2011. *Bizantinismus a slovanstvo*. Červený Kostelec: Pavel Mervart.

Komorovský, J. ed. 2011. *V. S. Solovjov a ruská náboženská filozofia. Antológia ruskej náboženskej filozofie*. Michalovce: Spolok sv. Cyrila a Metoda.

Marchevský, O., 2020. *Kant v Rusku (ne) milovaný*. Červený Kostelec: Pavel Mervart.

Marchevský, O., 2017. *Otázky ruskej filozofie*. Prešov: Prešovská univerzita v Prešove.

Marchevský, O., 2016. Matej Szlávik's analysis of Kant's moral philosophy. In: *Con-Textos Kantianos: international journal of philosophy*. No. 4. p. 147-157.

Marchevský, O., 2015. *Filozofia (z) dejín jadra ruského národnictva*. Prešov: Vydavateľstvo Prešovskej univerzity.

Marchevský, O., 2015. *Národnická filozofia (z) dejín v ruskom myslení 2. polovice 19. storočia*. Prešov: Filozofická fakulta Prešovskej univerzity v Prešove.

Marchevsky, O., 2020. Problem of Intellectual Doubles in contemporary research of Russian history of philosophy (an example of Russian narodism). In: *RUDN journal of philosophy*. No. 2, p. 181-185.

Losskij, N. O., 2004. *Dějiny ruské filozofie*. Velehrad: Refugium Velehrad-Roma.

Rozanov, V. V., 1990. *Svět ve světle ruské ideje*. Praha: Oikoymenth.

Solovjov, V. S., 1996. *Duchovní základy života*. Olomouc: Refugium.

Solovjov, V. S., 2001. *Krise západní filozofie*. Olomouc: Refugium.

Šestov, L. I., 2007. *Noc v Getsemanech. Pascalova filozofie*. Olomouc: Refugium.

Copleston, F., 1986. *Philosophy in Russia. From Herzen to Lenin and Berdyaev*. Notre Dame: University of Notre Dame Press.

Walicki, A., 2020. *Marxizmus a skok do království slobody. Dejiny komunistické utopie*. Praha.

Argo.

Walicki, A., 2005. *An outline of the Russian Thought from the Enlightenment to the Religious and Philosophical Renaissance*. Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego.

Андреевский, А. П. ed. 2004. *Всенирная философия*. Минск: Харвест.

Мархевски, О., 2021. Кантяна Вопросов философии. In: *Вопросы философии*. 2021. № 8, с. 197- 209.

Лекторский, В. А. ed. 2014. *Проблемы и дискуссии в философии России второй половины XX в.: современный взгляд*. Москва: Росспен.

Малинов, А. В., 2020. *Исследования и статьи по русской философии*. Санкт-Петербург: РХГА.

Required languages: *Slovak, Czech, one world language (English/German/French/Russian)*

Notes:

Course evaluation:

Number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturer: *doc. Mgr. Ondrej Marchevský, PhD.*

Date of last change: *5. 1. 2022*

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: 1IFI/OUEFD/22	Course title: <i>Questions of Usury in the History of Slovak Ethical Thinking (Compulsory optional course)</i>
Type, scope and method of educational activity: <i>1 seminar lesson a week</i> <i>Method of educational activity: combined</i>	
Number of credits: 4	
Recommended semester: 2 nd – 9 th	
Study grade: 3 rd	
Prerequisites:	
Conditions for passing the course: <i>The course is finished by an exam(s) and obtaining 10 credits. The exam evaluation reflects the actual result of the written part of the exam (66% of evaluation), as well as the student's overall participation in course activities during the semester (34% of evaluation). The overall course evaluation is calculated as the average of the both above-specified conditions, though in both parts the student is expected to meet at least the minimal requirements.</i> <i>The course is evaluated followingly:</i> <i>A: 100,00 – 90,00 %</i> <i>B: 89,99 – 80,00 %</i> <i>C: 79,99 – 70,00 %</i> <i>D: 69,99 – 60,00 %</i> <i>E: 59,99 – 50,00 %</i> <i>FX: 49,99 and less %</i>	
Learning outcomes: Basic knowledge <i>The student is able to:</i> <i>distinguish the fundamental conditions that led to emergence of usury on the territory our country.</i> <i>independently define credit, usury as well as to explain their difference in ethical understanding with the help of an example.</i> Basic skills <i>The student is able to:</i> <i>compile sets of values relevant to specific ethical issues related to usury.</i> Basic competences <i>The student is able to:</i> <i>independently apply historically proven strategies for assessing problems related to money lending (and interest rates).</i>	
Course content: <i>Historical context outside our cultural circle - antiquity, Christianity, Ján Hus, Leonard Stöckel,</i>	

Martin Rakovský, Isaac Abrahamides Hrochotský, Isaac Caban, Pavol Kyrmezer, Jozef Miloslav Hurban, Jonáš Záborský, Jozef Gregor Tajovský.

Recommended literature:

Kalajtzidis, J., 2021 Sonda do sociálnych tém Jozefa Gregora Tajovského. In: *Etika v 19. a 20. storočí*. Prešov: Filozofická fakulta.

Kalajtzidis, J., 2020 Superintendent Izák Abrahamides Hrochotský a jeho Zvolenská postila. In: *Historia Ecclesiastica* (11), 2, s. 68-97.

Kalajtzidis, J., 2019 Morálne kontexty v diele Pavla Kyrmezera In: *Morálka v kontexte storočí*. Prešov: Filozofická fakulta.

Kalajtzidis, J., 2019 Etické a filozofické prvky v tvorbe Jonáša Záborského. In: *Etické myslenie minulosti a súčasnosti (ETPP 2019/20): etika na Slovensku a v Európe (1751-1850)*. Prešov: Prešovská univerzita v Prešove.

Kalajtzidis, J., 2017 Reflexia vplyvu Aristotelovho chápania problému spravodlivosti v našom kultúrnom okruhu. In: *Konštantínove listy* (10), 1, s. 110-120.

Kalajtzidis, J., 2016 Etická výchova a téma finančnej gramotnosti. In: *Filozofia etickej výchovy*. Prešov : Filozofická fakulta Prešovskej univerzity v Prešove.

Required language: *Slovak*

Notes:

Course evaluation:

Number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturer: *doc. Mgr. Ján Kalajtzidis, PhD.*

Date of last change: *4.1.2022*

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/KFPFD/22	Course title: <i>Culture as a Philosophical Problem (Compulsory optional course)</i>
Type, scope and method of educational activity: <i>1 seminar lesson a week</i> <i>Method of educational activity: combined</i>	
Number of credits: 4	
Recommended semester: 2 nd – 9 th	
Study grade: 3 rd	
Prerequisites:	
Conditions for passing the course: <i>Continuous evaluation</i> <i>The evaluation is based on the student's overall participation on course activities (20 points) as well as on seminar paper handed over (30 points). The overall course evaluation involves the sum of obtained points from both mentioned areas of the student's activities.</i> <i>The student needs to achieve at least 25 points to be awarded 10 credits in order to receive continuous evaluation (CE)</i> <i>The task of the seminary paper is to demonstrate the ability to work individually with literature, define the problem, compare, assess and propose a solution to the problem; individual work is expected in the choice of methodology, approach and method of solution.</i> <i>The course is evaluated followingly:</i> <i>A: 100,00 – 90,00 %</i> <i>B: 89,99 – 80,00 %</i> <i>C: 79,99 – 70,00 %</i> <i>D: 69,99 – 60,00 %</i> <i>E: 59,99 – 50,00 %</i> <i>FX: 49,99 and less %</i>	
Learning outcomes: Basic knowledge <i>After finishing the course, the student is able to:</i> <i>define the basic concepts of philosophy of culture: culture, civilization, acculturation, multiculturalism, cosmopolitanism, globalization, critique of culture</i> <i>know the basic historical philosophical concepts of the philosophy of culture</i> <i>define the content and meaning differences of the terms culture and cultures, civilization and civilizations and others</i> <i>know the semantic history of the concept of culture</i> Basic skills <i>After finishing the course, the student is able to:</i> <i>characterize culture as a specific human activity, which may be designated the humanization of the world and man</i> <i>identify the relationships and differences between the concepts of culture and</i>	

<i>civilization</i> • <i>analyze the problem field of frameworks: nature and culture, history and culture, education and culture</i> • <i>define the philosophy of culture as a philosophical-critical study of the phenomenon of culture</i> • <i>describe the philosophical foundations of the phenomenon of multiculturalism and multicultural education</i> Basic competences <i>After finishing the course, the student is able to:</i> • <i>define the content and meaning of the current concept of culture</i> • <i>philosophically and critically interpret contemporary culture</i> • <i>actively discuss and adequately present his / her opinion in written and oral form</i>
Course content: • <i>The phenomenon of culture in the history of philosophy</i> • <i>Semantic history of the concept of culture</i> • <i>The issue of defining the concept of culture</i> • <i>The birth of the modern concept of culture (Kant, Herder)</i> • <i>Contemporary perception of culture</i> • <i>The relationship between culture, anthropology and philosophy of history</i> • <i>Culture and civilization</i> • <i>Cultural criticism</i>
Recommended literature: Benceová, B., 2014. <i>Postmoderná filozofia kultúry</i>. Bratislava: UK v Bratislave. Csontos, L., 1996. <i>Úvod do filozofie kultúry</i>. Bratislava: Aloisianum. Černý, V., 1991. <i>O povaze naší kultury</i>. Praha: Atlantis. Eagleton, T., 2001. <i>Idea kultury</i>, Host, Brno. Fobelová, D., 2004. <i>Tri rozmery kultúry</i>. Bratislava: Iris. Freud, S., 2014. <i>O človeku, kultúre a náboženstve</i>. Bratislava: Európa. Geertz, C., 2000. <i>Interpretace kultur</i>. Praha: Sociologické nakladatelství. Girard, R., 2008. <i>O pôvodu kultury. Hovory s Pierpaolem Antonellem a Joãem Cezarem de Castro Rocha</i>. Brno: Centrum pro studium demokracie a kultury. Jakubovská, V., 2015. Niekoľko myšlienok o kultúre z hľadiska filozofie kultúry S. Freuda. In: D. Špirko, ed. <i>Filozofia, kultúra, environment. Zborník príspevkov z vedeckého kolokvia</i>. Nitra: UKF v Nitre, s. 25-34. Konersmann, R., 2010. <i>Kulturphilosophie zur Einführung</i>. Hamburg: Junius. Kyslan, P., 2020. <i>Filozofia kultúry I</i>. Prešov: FF PU. Novosád, F., 2016. <i>V zrkadle kultúry</i>. Bratislava: Iris. Simmel, G., 2003. <i>O podstate kultúry</i>. Bratislava: Kalligram. Soukup, V., 2000. <i>Přehled antropologických teorií kultury</i>. Praha: Portál.
Required language: <i>Slovak</i>
Notes: <i>The lecturer will provide primary and interpretation literature to students in scanned version.</i>

Course evaluation:

Number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturer: *doc. Mgr. Peter Kyslan, PhD.***Date of last change:** 9.2.2022**Approved by:** *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/EZEFD/22	Course title: <i>Environmental responsibility and ethics (Compulsory optional course)</i>
Type, scope and method of educational activity: <i>1 seminar lesson a week</i> <i>Method of educational activity: combined</i>	
Number of credits: 4	
Recommended semester: 2 nd – 9 th	
Study grade: 3 rd	
Prerequisites: -	
Conditions for passing the course: <i>The course is finished by means of continuous evaluation (CE) and receiving 10 credits.</i> <i>In the course of the semester, the PhD. student acquires:</i> - <i>a maximum of 40 points for active participation during the lectures and 'reflexive seminar sessions'; the minimal requirement is set at 10 points. The evaluation applies to scientific and expert argumentation, discussion and polemics.</i> - <i>a maximum of 40 points for elaboration and handing over an end-of-term seminar paper; the minimal requirement for this part is set at 30 points. The evaluation applies to analytical-synthetic thinking, the student's critical approach to the discussed issue, as well as to PhD. student's argumentation skills.</i> - <i>a maximum of 20 points for colloquial defence (PPT) of the seminar paper in the finals of the semester; the minimal requirement is set at 10 points. The evaluation applies to analytical-synthetic thinking, the student's critical approach to the discussed issue, as well as to their argumentation skills, with a particular emphasis on their presentation capabilities.</i> <i>Credits are awarded on the basis of meeting all the above-specified requirements according to the assessment scale determined by the Study Rules of the University of Prešov upon obtaining the minimum point limit, which is 50 points for all three parts.</i> <i>The course is evaluated followingly:</i> a) A - 100,00 – 90,00 % b) B - 89,99 – 80,00 % c) C - 79,99 – 70,00 % d) D - 69,99 – 60,00 % e) E - 59,99 – 50,00 % f) FX - 49,99 and less %	
Learning outcomes: Acquired knowledge: • <i>The PhD. student is able to systematically analyse and evaluate the researched issues in the field of environmental ethics and philosophy.</i> • <i>The course graduate is able to comprehensively describe, analyse (their specific features) and compare selected models and theoretical foundations of environmental ethics; on the basis of reflection they can critically evaluate, justify their importance and social need, strengths and shortcomings of their methodologies. The student</i>	

knows how to apply this knowledge in practice - by initiating discussion and controversy on issues of environmental responsibility of today's society.

- *The PhD. student is able to critically evaluate concepts such as environmental crisis, environmental responsibility, environmental safety, consumerism, etc. in broader interdisciplinary links.*
- *The course graduate is able to find, propose original and comprehensive approaches to the indicated problems in the field of the environment; argue and be able to defend their views to the scholar public; is qualified to conduct research in the field.*

Acquired skills:

- *completion of the course will strengthen environmental sensitivity (sensitivity to the environmental-ethical context of problems in practice) and environmental literacy;*
- *soft skills, i. e. communication and argumentation, creative thinking (in the context of finding solutions to ethical problems and dilemmas), self-assessment, organizational and presentation skills (planning and organizing work; self-presentation and public speaking).*

Acquired competences:

- *the course will strengthen personal competencies - conscientiousness, honesty and responsibility at work, openness and communicativeness;*
- *professional competences, in particular the competence to formulate a research question precisely;*
- *competence of planning and implementing creative scientific research in practice;*
- *presenting the original results of their work to the public;*
- *competence to master and develop the principles of scientific work.*

Course content:

- *Environmental ethics and philosophy - the most important theoretical backgrounds, topics and problems, value orientations.*
- *The concept of crisis in environmental thinking.*
- *Earth responsibility and devastation.*
- *Consumerism as an economic, social and political phenomenon - the consumer spirit and spiritual consumption.*
- *Responsibility, environmental responsibility and environmental safety in philosophical thinking.*
- *Contributions and shortcomings of environmental ethics and philosophy to the current solution of social problems.*

Recommended literature:

- BAUMAN, Z. 2010. *Umění života*. Praha: Academia.
- HÁLA, V. a kol., 2013. *Morální odpovědnost a její aspekty*. Praha: Filosofia.
- HÁLA, V. – KOLÁŘSKÝ, R., 2020. *Filosofie a ohrožená Země*. Praha: Filosofia, Filosofický ústav AV ČR.
- CHALIEROVÁ, C., 1995. *Tři komentáře k filosofii H. Jonase a E. Lévinase*. Praha: Ježek.
- JONAS, H., 1997. *Princip odpovědnosti*. Praha: OIKOYMENH.
- JONAS, H., 2011. *K ontologickým základům etiky budoucnosti*. Filosofický časopis (59), 6, s. 897 – 908.
- KOLÁŘSKÝ, R., 2011. *Filosofický význam současné ekologické krize*. Praha: Filosofia.
- LEŠKOVÁ BLAHOVÁ, A., 2012. Krátke zamyslenie nad (nielen ekoetickým) odkazom Konrada Lorenza In: *Filosofický časopis* (60), 3, s. 393 – 401.
- LIBROVÁ, H. 1994. *Pestří a zelení*. (kapitoly o dobrovolné skromnosti). Brno: Veronica a Hnutí Duha.
- LIBROVÁ, H. 2017. *Věrní a rozumní*. (Kapitoly o ekologické zpozdilosti). Brno: Masarykova univerzita.
- LIBROVÁ, H. 2003. *Vlažní a váhaví*. (Kapitoly o ekologickém luxusu). Brno: Doplněk.
- MANDA, V., 2008. *Ku konceptu zodpovednosti H. Jonasa*. In: *Ekologizácia a humanizácia alebo o predpokladoch a cestách nášho (pre)žitia?* Zborník zo sympózia, Zvolen – 23. mája 2007. Zvolen: Technická univerzita vo Zvolene, 104 – 110.
- SMREKOVÁ, D. a kol., 2019. *Podoby zodpovednosti*. Bratislava: Iris.
- SMREKOVÁ, D. – PALOVIČOVÁ, Z., 2009. *Dvojznačnosť etických pojmov*. Bratislava: Filozofický ústav SAV.
- SŤAHEL, R., 2015. *Environmentálna zodpovednosť a environmentálna bezpečnosť*. In: *Filozofia* (70), 1, s. 1 – 12.
- SŤAHEL, R., 2019. *Pojem krízy v environmentálnom myslení*. Bratislava: IRIS.
- SŤAHEL, R. – SUŠA, O., 2016. *Environmentální devastace a sociální destrukce*. Praha: Filosofia.
- ŠIMEK, V., 2018. *Morální odpovědnost a její filosofické a spekulativněteologické pozadí v díle Hanse Jonase*. Brno: Tribun EU s.r.o.

Selected studies and scientific articles from journals “Filozofia” a “Filosofický časopis”, Profil.

Required language: *Slovak*

Notes:

non-profile profile course

compulsory optional course

Course evaluation:

Number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturer: *Mgr. Adela Lešková Blahová, PhD.*

Date of last change: *5.1.2022*

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/GELFD/22	Course title: <i>Global ethics and human rights (Compulsory optional course)</i>
Type, scope and method of educational activity: <i>1 seminar lesson a week</i> <i>Method of educational activity: combined</i>	
Number of credits: 4	
Recommended semester: 2 nd – 9 th	
Study grade: 3 rd	
Prerequisites: -	
Conditions for passing the course: Method of evaluation: <i>continuous evaluation + 4 credits</i> <i>The evaluation is regulated by the Study rules in art. 16 pt. 4 and 5</i> <i>Classification:</i> <i>100 – 90 %: excellent A (excellent) = 1</i> <i>89,99 – 80 % - above-average B (very good) = 1,5</i> <i>79,99 – 70 %: average C (good) = 2</i> <i>69,99 – 60 %: acceptable D (satisfactory) = 2,5</i> <i>59,99 – 50 %: meeting the minimum criteria E (sufficient) = 3</i> <i>49,99 – 0 %: not meeting the minimum criteria FX (insufficient)</i> <i>In the course of the semester, the PhD. student acquires:</i> <i>a max. of 30 points for active participation on all lectures and practical seminars devoted to selected topics,</i> <i>a max. of 20 points for a summary of the studied relevant professional literature,</i> <i>a max. of 50 points for preparing and handing over a term thesis and its colloquial advocacy. The thesis features are evaluated as follows: analytical-synthetic thought processes of the PhD. student, critical approach to the issue, argumentation and presentation skills.</i> <i>The minimal point count for overall evaluation to be awarded is 50 points (evaluation E).</i>	
Learning outcomes: Knowledge: <i>The student presents the possibilities of global reflection on ethics and morality, recognizes the necessity of global ethics, its implementation and applicability in practice.</i> Skills: <i>The student defines new approaches to global ethical issues, proposes perspective solutions to ethical problems at a global level.</i> Competences: <i>The student demonstrates his / her knowledge on examples of solving specific ethical issues of global significance and changes traditional local approaches to innovative approaches of</i>	

global character and content.

Course content:

- *The concept of global ethics.*
- *Global social ethics.*
- *Social problems at the global level.*
- *Possibilities of global ethics.*
- *The need for global ethics and its importance for socio-ethical issues.*
- *Globalization and its effects on the social sphere.*
- *Global ethics or global ethic(s)?*
- *Human rights and global ethics.*
- *The religious form of global ethics.*
- *The secular form of global ethics.*
- *Limits of global ethics.*

Recommended literature:

Čavojová, V., 2019. Načo je dobré vedecké myslenie. In: Jurkovič, Čavojová, Brezina (eds.): *Prečo ľudia veria nezmyslom*. Bratislava: Premedia.

Harari, Y. N., 2017. *Homo deus*. Voznice: Leda.

Đurčik, V. 2011. Globalne problémy a etyka odpowiedzialności. In: T. Czakon (ed.): *Filozofia Wob Globalizacji*. Katowice: Oficyna Wydawnicza WW, s. 236-242.

Dower, N. 1998. *World Ethics: The New Agenda*. Edinburgh: Edinburgh University Press.

Dower, N. - Williams, J. 2002. *Global citizenship - a critical reader*. Edinburgh: Edinburgh University Press.

Horton, K. - Pogge, T. 2008. *Global ethics (seminal essays)*. St. Paul: Paragon House Publishers.

Hrubec, M. 2011. *Od zneuznání ke spravedlnosti: kritická teorie globální společnosti a politiky*. Praha: Filosofia.

Hutchings, K. 2010. *Global Ethics: An Introduction*. Cambridge: Polity Press.

Küng, H. 1992. *Svetový étos*. Projekt. Zlín, Archa

Macintyre, A. 1997. Je patriotizmus cností. In: Kis, J.: *Současná politická filosofie: : sborník textů anglosaských autorů 20. Století. Praha, Oikoymenh, s.447 – 464*.

Moellendorf, D. - Pogge, T. 2008. *Global justice (seminal essays)*. St. Paul: Paragon House Publishers.

Pinker, S., 2019. *Bud'svetlo. Obhajoba rozumu, vedy, humanizmu a pokroku*. Bratislava: Tatran.

Popper, K. R. 1995. *Hľadanie lepšieho sveta*. Bratislava, Archa.

Rosling, H., 2018. *Moc faktov*. Bratislava: Tatran.

Soros, G. 2002. *O globalizácii*. Bratislava: Kalligram

Required language: Slovak

Notes:

Course evaluation:

Number of students evaluated:

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturer: Mgr. Lukáš Švaňa, PhD.

Date of last change: 9.2.2022

Approved by: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty/university workplace: <i>Faculty of Arts</i>	
Code: 1IFI/PEPFD/22	Course title: <i>Professional ethics and practice (Compulsory optional course)</i>
Type, scope and method of educational activity: <i>1 seminar lesson a week</i> <i>Method of educational activity: combined</i>	
Number of credits: 4	
Recommended semester: 2 nd – 9 th	
Study grade: 3 rd	
Prerequisites: -	
Conditions for passing the course: Method of evaluation: <i>continuous evaluation + 4 credits</i> <i>The evaluation is regulated by the Study rules in art. 16 pt. 4 and 5</i> Classification: <i>100 – 90 %: excellent A (excellent) = 1</i> <i>89,99 – 80 % - above-average B (very good) = 1,5</i> <i>79,99 – 70 %: average C (good) = 2</i> <i>69,99 – 60 %: acceptable D (satisfactory) = 2,5</i> <i>59,99 – 50 %: meeting the minimum criteria E (sufficient) = 3</i> <i>49,99 – 0 %: not meeting the minimum criteria FX (insufficient)</i>	
<i>In the course of the semester, the PhD. student acquires:</i> <i>a max. of 30 points for active participation on all lectures and practical seminars devoted to selected topics,</i> <i>a max. of 20 points for a summary of the studied relevant professional literature,</i> <i>a max. of 50 points for preparing and handing over a term thesis and its colloquial advocacy. The thesis features are evaluated as follows: analytical-synthetic thought processes of the PhD. student, critical approach to the issue, argumentation and presentation skills.</i>	
<i>The minimal point count for overall evaluation to be awarded is 50 points (evaluation E).</i>	
Learning outcomes: <i>The PhD. student acquires an ability to:</i> <i>analyze and compare selected methodological procedures in professional practice,</i> <i>integrate and modify new knowledge of professional ethics and practice.</i> <i>conceive new knowledge in the research of selected professional ethics,</i> <i>masters the method of analysis, comparison and assessment of various ethical theories and approaches to a selected problem of professional practice in the context of applied ethics.</i> <i>think critically and carry out critical analyzes concerning the ethical aspects of professional practice,</i> <i>bring decisions independently and propose solutions, as well as to be responsible for their solution in full extent.</i>	

Course content

- *Specific features of selected professional ethics.*
- *Ethical issues and dilemmas in professional practice.*
- *Methodological proposals and procedures of ethical problems and dilemmas.*
- *Confrontations of selected ethical theories and their application in professional practice.*
- *Assessment of various ethical theories and starting points of professional ethics and professional practice.*

Recommended literature:

Bilasová, V., Balogová, B., Platková Olejárová, G., 2014. *Etika a profesia. Sociologický výskum profesijnej etiky v podmienkach Slovenska*. Prešov: FF PU.

Fobelová, D., 2011. *Aplikovaná etika a profesionálna prax*. Banská Bystrica: FHV UMB.

Fobelová, D., 2013. *Profesionálne etické kompetencie. Profilovanie a uplatnenie*. Banská Bystrica.: FHV UMB:

Fobel, P., 2002. *Aplikovaná etika. Teoretické východiská a súčasné trendy*. Martin: Honner.

Fobel, P. a kol. 2013. *Organizačná etika a profesionálne etické poradenstvo*. Žiar nad Hronom.

Aprint, s.r.o..

Gluchman, V. a kol. 2010. *Aplikovaná etika*. Prešov: Grafotlač.

Gluchman, V. a kol. 2010. *Etické teórie súčasnosti*. Prešov: Grafotlač.

Gluchman, V. a kol. 2012. *Profesijná etika. Analýza stavu profesijnej etiky na Slovensku*. Prešov: FF PU.

Gluchman,V., Kalajtzidis, J., Komenská, K., 2011. *Profesijná etika v krajinách V4*. Prešov: FF PU.

Malankievičová, S. 2008. *Profesijná etika (v súčasných perspektívach aplikovaného diskurzu)*. Prešov: FF PU.

Required language: *Slovak*

Notes:**Course evaluation:**

Number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturer: *doc. PhDr. Gabriela Platková Olejárová, PhD.*

Date of last change: *9.2.2022*

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: University of Prešov in Prešov	
Faculty: Faculty of Arts	
Code: 1IFI/VVEFD/22	Course title: Selected Issues of the 20 th Century Visual Art Aesthetics (Compulsory optional course)
Contact lessons: Seminar Recommended course load (in lessons): Weekly: 1 Per course: 13	
Number of ECTS credits: 4	
Semester: 2 nd – 9 th	
Degree of education: 3 (PhD. degree)	
Prerequisite(s): -	
Course assessment and completion: Continuous assessment Continuous assessment: For a successful completion of the course, it is necessary to complete 3 components, for which it is possible to obtain max. 100 points: 1. Preparedness for discussions and active participation in seminars – max. 25 b 2. Active participation in professional argumentative discussion, colloquium - max 25 b 3. Semester work (professional study) - max 50 b For a successful completion of the course, the student submits a semestral project (scholar paper) in the 12th week of the semester, which will include analysis and interpretation of the work of the selected artist / artist collective in the field of visual arts after 1945. Requirements for a semestral project (scholar paper): A paper on the work of the selected artist / artistic collective from the period after 1945, which students will analyse and interpret in its aesthetic and cultural-historical contexts. If the paper is written according to the valid requirements and valid referential system, it should be accepted and evaluated by the teacher in the last week of the semester. Structure of the work: a brief historiography of the subject of the written work. Historical, cultural-social situation and connections at the time of the artist's work and the origin of the work of art. Aesthetic and cultural-historical interpretation of a work of art or artifact using professional terminology. Range: 10 - 12 standard pages. Evaluation criteria: - Autonomous elaboration of the text of the thesis and the correct use of basic concepts of aesthetics, art theory and history and their application in a specific situation. - Ability to analyse and interpret a work of art in a historical and social context - Demonstration of one's own opinion on the researched issue, logical, factual argumentation, interconnectedness of parts of the text - Usage of relevant bibliography and correct work with it, ethics of referencing and quotation. Use of quotes related to the subject of work from at least ten sources (recommended: 3 - from monographs, 3 from proceedings, scientific and professional journals, 3 from scientific and professional contributions on the Internet, 1 of your choice from the previous three categories.) To successfully complete the course, it is necessary to achieve a result of min. 50% of each of 3 components. The assessment of the student's performance in the study of the course is made according to a grading scale consisting of six grading levels and the following success criteria (in terms of percentage of performance in the assessment of the course): A - excellent (outstanding results: numerical value 1) / 100.00 - 90.00 % B - very good (above average results: 1.5) / 89.99 - 80.00 % C - good (average results: 2) / 79.99 - 70.00 % D - satisfactory (acceptable results: 2.5) / 69.99 - 60.00 % E - satisfactory (results meet the minimum criteria: 3) / 59.99 - 50.00 % FX - Inadequate (further work required: 4) / 49.99 % and below.	

Course objective:

Knowledge. When completing the course, the student shall be able to demonstrate:

- recognizes and identifies the basic problems of aesthetics of visual art of the 20th century
- recognizes the key authors of paradigmatic texts treating visual art after 1945 and contemporary visual art
- recognizes the key visual-artistic strategies and trends abroad and in Slovakia after 1945
- understands the developmental periods, the historical sequence of the emergence of individual artistic strategies, the continuity of contemporary art to previous developmental epochs
- applies professional terminology in the discussion of visual art after 1945 and about contemporary visual art
- distinguishes individual visual-artistic strategies after 1945
- identifies the basic institutional background of contemporary visual and artistic creation at home and abroad
- characterizes the relationship between selected directions of visual art after 1945 and the period's spiritual, philosophical and aesthetic background

Skills. When completing the course, the student shall be able to:

- interprets texts dealing with events in the field of visual art after 1945 and contemporary visual art
- creates discursive contributions to topics related to the contemporary visual art
- argues and discusses at a professional level on topics related to contemporary visual art
- identifies unresolved issues in the field of aesthetics of contemporary visual art
- creates original approaches to the reformulation of current problems of aesthetics of contemporary visual art

Competences: When completing the course, the student shall be able to:

- uses the acquired theoretical knowledge for writing professional, critical and journalistic texts
- selects important and suitable topics for discussions and events in the field of cultural practice focused on visual and artistic creation
- participates in the contemporary professional discourse in the field of contemporary visual and artistic creation
- argues her / his positions in the critical evaluation of contemporary visual and artistic creation
- creates reportage audio-visual / text contributions to current visual and artistic events

Course content:

1. Mimesis as a principle of visual art
2. Kinds of abstract art
3. Pop art, its consequences and modifications in the USA and Europe
4. Conceptualism and neo-conceptualism
5. Game as an aesthetics paradigm
6. Art and contemporary technology, digital art (online participatory seminar in the created study group at MS Teams, work with examples of digital art in the online space)
7. An object as an artifact
8. Aesthetic aspects of postmodernism
9. Postmodern and artistic avant-garde
10. Corporeality, body, and its intentions in the contemporary artistic environment
11. Contemporary artistic practice: action, happening, performance
12. Museum of Contemporary Art - the seminar is realized in a selected museum / gallery with (audio-visual / text) output in the online space
13. Virtual reality and artistic image

Bibliography:

- Baxandall, M., 2019. Inteligence obrazu a jazyk dějin umění. Praha: Umprum.
- Foster, H. et al., 2015. Umění po roce 1900. Modernismus, antimodernismus, postmodernismus. Praha: Sloart CZ.
- Geržová, J., ed., 1999. Slovník svetového a slovenského umenia druhej polovice 20. storočia. Od abstraktného umenia k virtuálnej realite. Idey – pojmy – hnutia. Bratislava: Kruh súčasného umenia Profil.
- Golding, J., 2003. Cesty k abstraktnímu umění. Brno: Barrister & Principal.
- Goodman, N., 2007. Jazyky umění. Nástin teorie symbolů. Praha: Academia.
- Graham, G., 2004. Filosofie umění. Brno: Barrister & Principal.
- Kulka, T. – CIPORANOV, D., 2011. Co je umění. Texty angloamerické estetiky 20. století. Praha: Pavel Mervart.
- Kesner, L., ed., 1997. Vizualní teorie. Současné angloamerické myšlení o výtvarných dílech. Jinočany: H&H.
- Levinson, J., ed., 2003. The Oxford Handbook of Aesthetics. Oxford: Oxford University Press.
- Liessmann, K. P., 2000. Filozofie moderního umění. Olomouc: Votobia.
- Mitchell, W. J. T., 2016. Teorie obrazu. Praha: Karolinum.
- Nelson, R.S. - Schiff, R., eds., 2004. Kritické pojmy dějin umění. Bratislava: Sloart.
- Perniola, M., 2000. Estetika 20. století. Praha: Karolinum.
- Rusnáková, K., 2006. História a teória mediálneho umenia na Slovensku. Bratislava: VŠVU.
- Rusnáková, K., 2011. Rozšírené spôsoby diváckej recepcie digitálneho umenia. Banská Bystrica: AU v Banskej Bystrici.
- Walthers, I. F. ed., 2004. Umění 20. století. B.m.: Nakladatelství Sloart;
- Welsch, W., 1993. Estetické myslenie. Bratislava: Archa.
- Wilson, M., 2013. Jak číst současné umění. Umění 21. století zblízka. Praha: Kniha Zlín.

Languages of study: Slovak, Czech and English					
Notes: ----					
Evaluation of courses Total number of students assessed:					
A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%
Lectured by: doc. Mgr. Jana Migašová, PhD., doc. Vladislav Grešlik, ArtD.					
The date of course description's last modification: 13.01.2022					
Guarantor's signature: prof. Mgr. Vladislav Suvák, PhD.					

COURSE DESCRIPTION

University: University of Prešov in Prešov	
Faculty: Faculty of Arts	
Code: 1IFI/VDEFD/22	Course title: Selected Issues of the 20 th century Aesthetics of Theatre (Compulsory optional course)
Contact lessons: Seminar Recommended course load (in lessons): Weekly: 1 Per course: 13	
Number of ECTS credits: 4	
Semester: 2 nd – 9 th	
Degree of university study: 3	
Prerequisite(s): -	
Course assessment and completion: Continuous assessment. To successfully complete the course, it is necessary to complete 3 components: 1. The student of internal and external form participates in contact teaching and continuously actively participates in seminar meetings, where he presents the partial results of his research and defends them in a discussion with colleagues – 30 points. 2. In the 13th week of the semester, the student submits a scientific study (in the range of 15-20 NS), which will be opposed by the subject guarantor and the tutor. Subsequently, it is recommended to publish it in a suitably selected scientific journal (Scopus, WoS) 60 points. 3. The student will present an overview of the problems discussed in the studied professional literature in the form of an elaborated study within the framework of joint seminar meetings – 10 points. To successfully complete the course, it is necessary to achieve a result of min. 50%. In accordance with the Study Regulations of the Faculty of Arts of the Slovak Republic, in order to obtain an A rating, it is necessary to achieve a point evaluation in the range: A-100 - 90b; B - 89 - 80b; C - 79 - 70b; D - 69 - 60b; E - 59 - 50b; FX - 49 - 0b.	
Course content: 1. An Overview of the history of aesthetic thinking about theatre. 2. Theatre as a problem of aesthetics. 3. Forms of avant-garde theatre. 4. Theatrical speeches of the creators of the second theatrical reform in the American context. 5. Theatrical speeches of the creators of the second theatrical reform in the European context. 6. Alternative theatre. 7. Postmodern theatre. 8. Post-dramatic theatre. 9. Aesthetics of performative art. 10. Aesthetics of acting. 11. Contemporary theatrical art and its aesthetic reflection. 12. Ontological questions of theatrical artistic expressions.	

Textbooks and references:

Aronson, A., 2011. Americké avantgardní divadlo. Praha: AMU.

Balme, Ch., 2018. Úvod do divadelnej vedy. Bratislava: Divadelný ústav.

Carlson, M., 2006. Dejiny divadelných teórií. Bratislava: Divadelný ústav.

Čahojová, B., 2002. Slovenská dráma a divadlo v zrkadlách moderny a postmoderny. Bratislava: Divadelný ústav.

Dvořák, J., 2000. Alt. divadlo: slovník českého alternativního divadla. Praha: Pražská scéna.

Fischer-Lichte, E., 2011. Estetika performativity. Mníšek pod Brdy: NA KONÁRI.

Fischer-Lichte, E., 2021. Úvod do divadelných a performatívnych štúdií. Bratislava: Divadelný ústav.

Gajdoš, J., 2001. Postmoderné podoby divadla. Brno: Větrné mlýny.

Goldberg, R., 2011. Performance Art: From Futurism to the Present. 3rd edition. London: Thames & Hudson World of Art.

Horák, K., Pukan, M. a Kušnírová, E., 2011. Reflexie divadla, divadlo reflexie. Prešov: Filozofická fakulta PU.

Inšitorisová, D., 2001. O výrazovej variabilite divadelného diela. Nitra: UKF.

Inšitorisová, D., 2010. Interpretácia divadelného diela. Nitra: UKF.

Kulka, T. a Ciporanov, D., eds. 2010. Co je umění? Texty angloamerické estetiky 20. století. Praha: Pavel Mervart.

Lehmann, H.-T., 2007. Postdramatické divadlo. Bratislava: Divadelný ústav.

Mistrík, M., 2003. Herecké techniky 20. storočia. Bratislava: VEDA.

Mukařovský, J., 2007. Záměrnost a nezáměrnost v umění. In: Studie I. Brno: Host.

Pavis, P., 2016. The Routledge Dictionary of Performance and Contemporary Theatre. London: Taylor & Francis Ltd.

Plesník, E. a kol., 2011. Tezaurus estetických výrazových kvalit. Nitra: UKF.

Schechner, R., 2009. Performancia: teorie, praktiky, rituály. Bratislava: Divadelný ústav.

Zahrádka, P., (ed.), 2010. Estetika na přelomu milénia. Brno: Barrister & Principal, o. s.

Zuska, V., 2001. Estetika. Úvod do současnosti tradiční disciplíny. Praha: Tírton.

Language required for the course: Slovak and English

Notes: -

Evaluation of courses

Total number of students assessed:

A	B	C	D	E	FX
0 %	0 %	0 %	0 %	0 %	0 %

Lectured by: doc. PhDr. Zuzana Slušná, PhD.

The date of course description's last modification: 12.01.2022

Guarantor's signature: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: University of Prešov in Prešov	
Faculty: Faculty of Arts	
Code: 1IFI/VUKFD/22	Course title: Selected Issues of Slovak Artistic Culture (Compulsory optional course)
Contact lessons: Seminar Recommended course load (in lessons): Weekly: 1 Per course: 13 Method of educational activities: combined	
Number of ECTS credits: 4	
Recommended semester: 2 nd – 9 th semester	
Degree of university study: 3.	
Prerequisite(s): -	
Course assessment and completion: Continuous assessment To successfully complete the course, it is necessary to complete 3 components: 1. The student of internal and external form participates in contact teaching and continuously actively participates in seminar meetings (realized in the form of scientific colloquia), where he presents the partial results of his research and defends them in a discussion with colleagues. The student of internal and external form performs tasks according to the schedule published in the first week of study. – 30 points. 2. In the 13th week of the semester, the student submits a scientific study (in the range of 15-20 NS), which will be opposed by the subject guarantor and the tutor. Subsequently, it is recommended to publish it in a suitably selected scientific journal (Scopus, WoS) – 60 points. 3. The student will present an overview of the problems discussed in the studied professional literature in the form of an elaborated study within the framework of joint seminar meetings. The output for the colloquium for evaluation will be prepared according to the formal structure of IMRAD – 10 points. To successfully complete the course, it is necessary to achieve a result of min. 50%. In accordance with the Study The assessment of the student's performance in the study of the course is made according to a grading scale consisting of six grading levels and the following success criteria (in terms of percentage of performance in the assessment of the course): A - excellent (outstanding results: numerical value 1) / 100.00 - 90.00 % B - very good (above average results: 1.5) / 89.99 - 80.00 % C - good (average results: 2) / 79.99 - 70.00 % D - satisfactory (acceptable results: 2.5) / 69.99 - 60.00 % E - satisfactory (results meet the minimum criteria: 3) / 59.99 - 50.00 % FX - Inadequate (further work required: 4) / 49.99 % and below Number of credits and time frame for the conditions of passing the course: 1. Every week semester course teaching: 1 lecture / 1 seminar: 13 weeks' x 2 h = 26 h. 2. The student will prepare a paper (individual work + PWP presentation) on the partial results of his / her research, which he / she will present in the seminar part – 74 h. 3. Elaboration and submission of a scientific study (in the range of 15-20 NS) - 70 h. 4. Study of professional literature – 106. 5. Independent individual study of study materials - 12 weeks x 2h = 24 h. Total - 10 credits - time consuming - 300 hours	

Course objective:

Knowledge - Course graduate:

V1: ifocuses on current issues of art theory and culture with emphasis on their links to contemporary aesthetic theory,

V2: knows the basic methods of the research area,

V3: applies the analysis-synthesis relationship in the identifying and reconciling key paradigmatic frameworks for the reflection of culture and the arts in a broader contextual context,

V4: understand the context of the problems of his dissertation with current concepts of theory of culture and aesthetic theory.

Skills - Course graduate:

Z1: identifies functional and relevant methods and procedures for the interpretation and analysis of specific elements of the cultural system, including works of art or non-artistic facts,

Z2: integrates the acquired knowledge into his/her own insights and the choice of adequate research methods

Competences - Graduate of the course:

K1: carries out qualitative research related to the topic of the his/her dissertation thesis topic,

K2: evaluates sources, information and obtained research results including conclusions within solving partial topics and research issues.

The educational outcomes of knowledge are verified continuously during discussions at seminar meetings, in a written work (or a scientific study submitted in the 13th week of the semester).The educational outcomes of the skill and competence are verified in the paper and PWP presentation within the joint seminar part.

Course content:

1. Key paradigmatic frameworks of cultural theory of the 20th and 21st centuries in Slovakia and Central Europe.
2. Cultural context and cultural policies in the Central European area in the 20th and 21st century (with emphasis on Slovakia).
3. Key paradigmatic frameworks of reflection on culture and art in the Slovak and Central European area until 1945 (positivism, structuralism, psychoanalysis).
4. Theoretical frameworks of the reflection of artistic modernism and artistic avant-garde in the Central European area.
5. Plurality of scientific discourse until 1945 and after 1989
6. Key paradigmatic frameworks of cultural theory of the 20th and 21st centuries in the Slovak and Central European area after 1945 with emphasis on the specifics of the situation in culture, art and science in the totalitarian period.
7. Specific institutional environment of creating a discourse on culture and art. Interdisciplinarity of reflection.
8. Transformation of cultural policies and the institutional environment at the end of the 20th century and in the 21st century.
9. Postmodern tendencies in culture and art of Central European and Slovak space with emphasis on theoretical reception.
10. Globalization, its consequences and manifestations in culture and art in Slovakia and in Central Europe.
11. Creative economy and creative industries: reflection with emphasis on theories of culture and art.
12. Colloquium
13. Submission and presentation of a scientific study.

Textbooks and references:

- Fischerová, A., 2002. Projekt kulturolologickej interpretácie dejín národnej kultúry. Acta culturologica, zv.7. Bratislava : Peter Mačura
- Klobucký, R., 2006. Hlasistické hnutie: národ a sociológia. Bratislava : Sociologický ústa SAV
- Kopčáková, S. – Kvokačka, A. 2018. Súradnice estetiky, umenia a kultúry III. Európske estetické myslenie a umelecká tvorba: pramene, metamorfózy a ich relevancia. Studia Aesthetica. Prešov: Prešovská univerzita
- Kulka, T., 2000. Co je to kýč? In: Umění a kýč. Praha: Torst, s. 27-61.
- Lajčiak, J., 2020. *Slovensko a kultúra*. Bratislava: Spolok Martina Rázusa
- Lipták, M., 2013. Možnosti umeleckej kritiky: fenomenologická analýza. Trnava: FF TU.
- Miko, F. – Popovič, A., 1978. Tvorba a recepcia. Bratislava: Tatran.
- Mistrík, E., 2007. Estetický slovník. Bratislava : Iris, 2007. Online: www.estetickyslovník.sk
- Mukařovský, J., 1966. Estetická funkce, norma a hodnota jako sociální fakty. In: Studie z estetiky. Praha: Odeon, s. 17-54
- Petrůšek, M. – Balon, J., 2013. Společnost naší doby. Praha: Academia
- Plesník Ľ. a kol., 2008. Tezaurus estetických výrazových kvalít. Nitra : UKF
- Slavík, J., 1997. Zážitek, jeho funkce a komponenty. IN Od výrazu k dialogu ve výchově. Artefiletika. Praha, Univerzita Karlova, s. 55 -65
- Slušná, Z., 2015. Súčasná kultúrna situácia z pohľadu teórie a praxe. Bratislava: Univerzita Komenského
- Slušná, Z., 2013. Aspekty a trendy súčasnej kultúry. Bratislava: NOC
- Sošková, J., ed. 2013. Kapitoly k dejinám estetiky na Slovensku V. Studia Aesthetica. Prešov: Prešovská univerzita
- Vedecké odborové časopisy:
- Zahrádka, P., 2014. Estetika spotřební kultury. IN Dont buy this book. Spotřební kultura: historie, teorie a výzkum. Praha: Academia, s. 337-366
- Scientific journals
- British Journal of Aesthetics; The Central European Journal of Aesthetics; Journal of Aesthetics and Art Criticism, ESPES. The Slovak Journal of Aesthetics, Polish Journal of Aesthetics.

Language required for the course: Slovak, Czech, English.

Notes: -

Evaluation of courses:

Total number of students assessed:

A	B	C	D	E	FX
0 %	0 %	0 %	0 %	0 %	0 %

Lectured by: doc. PhDr. Zuzana Slušná, PhD.

The date of course description's last modification: 12.01.2022

Guarantor's signature: prof. Mgr. Vladislav Suvák, PhD.

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: 1IFI/SSTFSF/22	Course title: <i>Theoretical Philosophy (Compulsory optional course)</i>
Type, scope and method of educational activity: <i>Course of the state exam.</i>	
Number of credits: 5	
Recommended semester: <i>5th – 8th</i>	
Study degree: <i>3rd</i>	
Prerequisites: -	
Conditions for passing the course: <i>The state exam.</i> <i>Classification:</i> <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	
Learning outcomes: <i>After finishing the course, the student acquires:</i> <i>Basic knowledge:</i> • <i>Define the main motives of theoretical philosophy;</i> • <i>Characterize, distinguish and work effectively with text formats: essay, professional article, study, poster;</i> • <i>Identify key ways to verify argumentative statements;</i> • <i>Reproduce the main positions in the problematic texts;</i> • <i>Distinguish between the constitutive elements of text formats;</i> <i>Basic skills:</i> • <i>Demonstrate the functionality of processing philosophical ideas through selected scientific formats;</i> • <i>Draw conclusions from the assessment of the functionality of the selected formats;</i> • <i>Appreciate the prospects of using text formats;</i>	

- *State the advantages of individual formats for the presentation of philosophical ideas;*

Basic competences:

- *Organize work with resources*
- *Plan and allocate resources;*
- *Process and format bibliographic data according to standardized standards;*
- *Evaluate information;*
- *Respect and understand the conditionality of the use of the formats in question;*

Course content:

- *The content of the dissertation exam is the problems of systematic philosophy, which are relevant in current philosophical discussions. Theoretical issues are discussed in both synchronous and diachronic terms, and the broader social and cultural context is taken into account. According to the topics of students' dissertations, a selection is made of theoretical philosophy (metaphysics, ontology, theory of knowledge, philosophy of science, methodology, logic).*

Recommended literature:

Antisthenés. 2010. Úvodná štúdia, preklad zlomkov a komentár. Prel. A. Kalaš, úvodná štúdiu a komentár V. Suvák. Bratislava: Kalligram.

Antony, L., 2012. Different voices or perfect storm: Why are there so few women in philosophy? In: Journal of Social Philosophy, 43(3), s. 227–255.

Balogová, B. - Bilasová, V. 2020. Vybrané metodologické otázky výskumu v sociálnej práci. Prešov: PU.

Barker, G. - Kitcher, Ph. 2014. Philosophy of Science. A New Introduction. Oxford University Press.

Bielik, L. 2019. Metodologické aspekty vedy. Bratislava: UK.

Çera, G., Čepel, M., Zákutná, S., Rózsa Z. 2018. Gender differences in perception of the university education quality as applied to entrepreneurial intention. In: Journal of International Studies. Roč. 11, č. 3, s. 147-160.

Černík, V. - Viceník, J. 2004: Problém rekonštrukcie sociálnych a humanitných vied. Bratislava: Iris.

Foucault, M., 1994. Dits et écrits (1954–1988). 4 zv. D. Defert – F. Ewald (eds.). Paris: Gallimard.

Foucault, M., 1991. Moc, subjekt a sexualita. Prel. M. Marcelli. Bratislava: Kalligram.

Foucault, M., 2001. L'Herméneutique du sujet: Cours au Collège de France, 1981–1982. F. Gros (ed.). Paris: Seuil.

Foucault, M., 2003. Užívání slastí. Dějiny sexuality II. Prel. K. Thein, N. Darnadyová a J. Fulka. Praha: Herrmann & synové.

Foucault, M., 2009. Le Courage de la vérité. Le gouvernement de soi et des autres II. Cours au Collège de France (1983-1984). Paris: Gallimard/Seuil.

Gadamer, Hans-Georg, 2010. Pravda a metoda, I. Nárys filosofické hermeneutiky. Prel. D. Mik, Praha: Triáda.

Godfrey-Smith, P. 2003: Theory and Reality: An Introduction to the Philosophy of Science. Chicago: Chicago University Press.

Grondin, J., 1997. Úvod do hermeneutiky. Praha: OIKOYMENH.

Harris, D. 2020: Literature Review and Research Design. Routledge.

Heidegger, M., 2008. Bytí a čas. 2. vyd. Prel. I. Chvatík - P. Kouba - M. Petříček - J. Němec. Praha: OIKOYMENH.

Heidegger, M., 2008. Rozvrh fenomenologické interpretace Aristotela. Přel. I. Chvatík. Praha: OIKOYMENH.

Humphreys, P. (ed). 2016. The Oxford Handbook of Philosophy of Science. Oxford University Press.

Larsen, Kristian & Pål Rykkja Gilbert (eds.), 2021. Phenomenological Interpretations of Ancient Philosophy. Leiden: Brill.

Patočka, J., 1996. Nejstarší řecká filosofie: Přednášky z antické filosofie. Praha: Vyšehrad.

Paxton, M., Figdor, C., Tiberius, V. 2012. Quantifying the Gender Gap: An Empirical Study of the Underrepresentation of Women in Philosophy. In: Hypatia: A Journal of Feminist Philosophy, 27(4), s. 949-957.

Suvák, V., 2002. Koniec metafyziky a Platón. Prešov: FF PU.

Suvák, V., 2021. Foucault: Od starosti o seba k estetike existencie a ešte ďalej. Bratislava: Petrus.

Tugendhat E., Wolf, U., 1997. Logicko-sémantická propedeutika. Praha: Rezek.

Vlastos, G., 1995. Socratic Studies. Cambridge: Cambridge University Press,.

Zákutná, S. 2021. Kant on Teaching Philosophy and Education in a Cosmopolitan Manner. In: The Court of Reason: Proceedings of the 13th International Kant Congress (eds. B. Himmelfmann and C. Serck-Hanssen). Berlin, Boston: De Gruyter, s. 1661-1666.

Required language: Slovak

Notes: -

Course evaluation:

Number of students evaluated: 1

A	B	C	D	E	FX
100%	0%	0%	0%	0%	0%

Lecturer: *prof. Mgr. Vladislav Suvák, PhD.; prof. PhDr. Viera Bilasová, CSc.; prof. PhDr. Vasil Gluchman, CSc., prof. PaedDr. Slávka Kopčáková, PhD.; doc. Mgr. Sandra Zákutná, PhD.*

Date of last change: 9.2.2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: 1IFI/SSPFSF/22	Course title: <i>Practical Philosophy (Compulsory optional course)</i>
Type, scope and method of educational activity: <i>Course of the state exam.</i>	
Number of credits: 5	
Recommended semester: <i>5th – 8th</i>	
Study degree: <i>3rd</i>	
Prerequisites: -	
Conditions for passing the course: <i>The state exam.</i> <i>Classification:</i> <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:

After completing the course, the student is able to:

Basic knowledge:

- characterize models of thinking about man, history, culture and society as active factors in shaping Euro-Atlantic thinking on the way by leaving nature in the name of culture as a second home;*
- describe the fact that in the 18th century the concepts of culture and history, in which man introduces himself as a creator of himself, are gradually being created and subsequently codified;*
- recognize the tendencies of shaping the discourse in question in the next European intellectual space;*
- explain and justify in his / her own words the importance of the study of this philosophy in its transitions to the present in the formation of European and world culture;*

Basic skills:

- explain in his / her own words the main theses in grasping man, society and culture in the thinking of the provenance in question;*
- generalize models of history in this thinking;*
- evaluate the effects of modern conceptualizations on the further formation of philosophical thinking;*
- evaluate and justify the issue of criticism of culture in the context of the study of the historical-philosophical process;*
-

Basic competences:

- organize, plan and allocate resources;*
- cooperate with other people;*
- formulate his / her opinion on the assessed issue, which is based on the line of evaluation of the philosophical relationship between the thinkers of individual periods;*
- evaluate information;*
- work with data and prepare information;*

Course content:

- Social philosophy - Philosophy of history. Philosophical anthropology. History of social thinking.*
- Modern formulation of the socio-philosophical question (Hobbes, Rousseau). Philosophical-critical analysis of modern society / social analysis of the present.*
- Relation of social philosophy to other philosophical disciplines - political philosophy, political sociology, political science, state philosophy, philosophy of law, philosophy of history, history of philosophy, philosophical anthropology, sociology. Equality theory - types of equality, inequality. Theory of justice - concept, role and principles of justice. Rousseau, Kant, Rawls, Popper, Dahrendorf, Huntington. Contemporary socio-ethical concepts - liberalism, conservatism, communitarianism, socialism. Current issues and problems of social philosophy.*

Recommended literature:

- Antisthenés. 2010. Úvodná štúdia, preklad zlomkov a komentár. Prel. A. Kalaš, úvodná štúdiu a komentár V. Suvák. Bratislava: Kalligram.
- Antony, L., 2012. Different voices or perfect storm: Why are there so few women in philosophy? In: Journal of Social Philosophy, 43(3), s. 227–255.
- Balogová, B. - Bilasová, V. 2020. Vybrané metodologické otázky výskumu v sociálnej práci. Prešov: PU.
- Barker, G. - Kitcher, Ph. 2014. Philosophy of Science. A New Introduction. Oxford University Press.
- Bielik, L. 2019. Metodologické aspekty vedy. Bratislava: UK.
- Çera, G., Čepel, M., Zácutná, S., Rózsa Z. 2018. Gender differences in perception of the university education quality as applied to entrepreneurial intention. In: Journal of International Studies. Roč. 11, č. 3, s. 147-160.
- Černík, V. - Viceník, J. 2004: Problém rekonštrukcie sociálnych a humanitných vied. Bratislava: Iris.
- Foucault, M., 1994. Dits et écrits (1954–1988). 4 zv. D. Defert – F. Ewald (eds.). Paris: Gallimard.
- Foucault, M., 1991. Moc, subjekt a sexualita. Prel. M. Marcelli. Bratislava: Kalligram.
- Foucault, M., 2001. L'Herméneutique du sujet: Cours au Collège de France, 1981–1982. F. Gros (ed.). Paris: Seuil.
- Foucault, M., 2003. Užívání slastí. Dějiny sexuality II. Prel. K. Thein, N. Darnadyová a J. Fulka. Praha: Herrmann & synové.
- Foucault, M., 2009. Le Courage de la vérité. Le gouvernement de soi et des autres II. Cours au Collège de France (1983-1984). Paris: Gallimard/Seuil.
- Gadamer, Hans-Georg, 2010. Pravda a metoda, I. Nárys filosofické hermeneutiky. Prel. D. Mik, Praha: Triáda.
- Godfrey-Smith, P. 2003: Theory and Reality: An Introduction to the Philosophy of Science. Chicago: Chicago University Press.
- Grondin, J., 1997. Úvod do hermeneutiky. Praha: OIKOYMENH.
- Harris, D. 2020: Literature Review and Research Design. Routledge.
- Heidegger, M., 2008. Bytí a čas. 2. vyd. Prel. I. Chvatík - P. Kouba - M. Petříček - J. Němec. Praha: OIKOYMENH.
- Heidegger, M., 2008. Rozvrh fenomenologické interpretace Aristotela. Přel. I. Chvatík. Praha: OIKOYMENH.
- Humphreys, P. (ed). 2016. The Oxford Handbook of Philosophy of Science. Oxford University Press.
- Larsen, Kristian & Pål Rykkja Gilbert (eds.), 2021. Phenomenological Interpretations of Ancient Philosophy. Leiden: Brill.
- Patočka, J., 1996. Nejstarší řecká filosofie: Přednášky z antické filosofie. Praha: Vyšehrad.
- Paxton, M., Figdor, C., Tiberius, V. 2012. Quantifying the Gender Gap: An Empirical Study of the Underrepresentation of Women in Philosophy. In: Hypatia: A Journal of Feminist Philosophy, 27(4), s. 949-957.
- Suvák, V., 2002. Koniec metafyziky a Platón. Prešov: FF PU.
- Suvák, V., 2021. Foucault: Od starosti o seba k estetike existencie a ešte ďalej. Bratislava: Petrus.
- Tugendhat E., Wolf, U., 1997. Logicko-sémantická propedeutika. Praha: Rezek.
- Vlastos, G., 1995. Socratic Studies. Cambridge: Cambridge University Press,.

Zácutná, S. 2021. Kant on Teaching Philosophy and Education in a Cosmopolitan Manner. In: The Court of Reason: Proceedings of the 13th International Kant Congress (eds. B. Himmelmann and C. Serck-Hanssen). Berlin, Boston: De Gruyter, s. 1661-1666.

Required language: Slovak

Notes: -

Course evaluation:

Number of students evaluated: 1

A	B	C	D	E	FX
100%	0%	0%	0%	0%	0%

Lecturer: *prof. Mgr. Vladislav Suvák, PhD.; prof. PhDr. Viera Bilasová, CSc.; prof. PhDr. Vasil Gluchman, CSc., prof. PaedDr. Slávka Kopčáková, PhD.; doc. Mgr. Sandra Zácutná, PhD.*

Date of last change: 9.2.2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: 1IFI/SSESSF/22	Course title: <i>Aesthetics (Compulsory optional course)</i>
Type, scope and method of educational activity: <i>Course of the state exam.</i>	
Number of credits: 5	
Recommended semester: <i>5th – 8th</i>	
Study degree: <i>3rd</i>	
Prerequisites: -	
Conditions for passing the course: <i>The state exam.</i> <i>The evaluation of the student's study results within the course study is carried out according to the classification scale, which consists of six classification levels and the following success criteria (in percentage of results in the course evaluation):</i> <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:

After completing the course, the student:

Basic knowledge:

- *is familiar with the methodological concepts of aesthetic theory;*
- *knows the basic methods of the field of research;*
- *applies the analysis-synthesis relationship in the interpretation of basic theories and methods related to the aesthetic reflection of art;*
- *theoretically understands the context of the problems of his / her dissertation with current concepts of aesthetics and possible aesthetic research of art;*

Basic skills:

- *justifies the functionality of the chosen research methods of his / her dissertation topic;*
- *characterizes, distinguishes and effectively works with text formats: essay, professional article, study, poster;*
- *actively masters and interprets the latest state of research in aesthetics with regard to reinterpretations of the history of aesthetics and the current functional portfolio of topics and approaches of the theory of aesthetics;*
- *integrates the acquired knowledge into his / her own insights and the choice of adequate research methods;*

Basic competences:

- *demonstrates disposition to interdisciplinary communication (aesthetics, philosophy, art sciences and art criticism);*
- *classifies the possible contributions of his / her dissertation to the existing state of knowledge in aesthetics;*
- *organizes work with resources with regard to the principles of heuristic work and methods of theoretical verification;*
- *processes and formats bibliographic data according to standardized standards;*
- *evaluates information respecting the conditionality of the use of the formats in question.*

Course content:

- *The content of the dissertation is methods of studying aesthetic and artistic phenomena in psychological approaches (Boulough, CG Jung, S. Freud), phenomenological methods (E. Husserl, R. Ingarden, existentialists), structuralist and poststructuralist method (J. Mukařovský, J. Lotman, French postmodern), analytical method (L. Wittgenstein, M. Weitz, J. Sibley, AC Danto), hermeneutic method (HG Gadamer, P. Ricoeur, Z. Mathauser), pragmatic method (J. Dewey, R. Shusterman), historical methods, comparative methods, empirical, interpretive, current problems of aesthetics in the 20th century, portfolio of problems of aesthetics in the second half of the 20th century. Philosophical, social, artistic and cultural context is part of the wider discourse. According to the topics of students' dissertations, a selection is made of theoretical aesthetics (systematic aesthetics, ontological aesthetics, philosophy of science, methodology of aesthetics, historiographical connections complementary to the systematic aspect of the chosen topic of the dissertation).*

Recommended literature:

Beardsley, M. C., 2010. Estetická definice umění. In: Kulka, T., Ciporanov, D., eds.: Co je umění. Texty angloamerické estetiky 20. století. Kostelec: Pavel Mervart.

Berleant, A., 1991. Art and Engagement. Philadelphia: Temple University Press.

Danto, A., C., 2021. Po konci umění. Praha: Academia

Dickie, G., 2010. Co je umění. In: Kulka, T., Ciporanov, D., eds.: Co je umění. Texty angloamerické estetiky 20. století. Kostelec: Mervart.

Gadamer, H. G., 1998. Aktualita krásneho. Bratislava: Archa.

Goodman, N., 2017. Nové pojetí filozofie a dalších umění a věd. Praha: FF UK.

Iseminger, G., 2004. The Aesthetic Function of Art. Ithaca: Cornell University Press.

Kanda, R., 2016. Umění na cestě z postmodernismu: angažované nebo radikální? In: Kanda, R., et. all. Podzim postmodernismu: Teoretické výzvy současnosti. Praha: Filosofia, s. 137–158.

Kopčáková, S. 2020. Aktuálne otázky hudobnej estetiky 20. a 21. storočia. Prešov: FF PU.

Kulka, T., 2019. Umění a jeho hodnoty: Logika umělecké kritiky. Praha: Argo.II.

Mathauser, Z., 2006. Básňivé nápovědi Husserlovy fenomenologie. Praha:Filosofia.

Mukařovský, J., 2007. Studie I., II. Praha: Host.

Nelson, R. S., a Shiff, R., 2004. Kritické pojmy dejín umenia. Bratislava: Slovart.

Scruton, R., 2009. Hudobná estetika. Bratislava: Hudobné centrum.

Shusterman, R., 2003. Estetika pragmatizmu. Bratislava: Kalligram.

Welsch, W., 1993. Estetické myslenie. Bratislava/Praha: Archa SK.

Weitz, M., 2010. Role teorie v estetice. In: Kulka, T., Ciporanov, D., eds.: Co je umění. Texty angloamerické estetiky 20. století. Kostelec: Pavel Mervart.

Virilio, P., 2010. Estetika mizení. Hradec Králové: Pavel Marvart.

Vedecké odborné časopisy:
 British Journal of Aesthetics; The Central European Journal of Aesthetics; Journal of Aesthetics and Art Criticism, ESPES. The Slovak Journal of Aesthetics, Polish Journal of Aesthetics.

Required language: Slovak and English**Notes:** -**Course evaluation:**

Number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturer: *prof. Mgr. Vladislav Suvák, PhD.; prof. PhDr. Viera Bilasová, CSc.; prof. PhDr. Vasil Gluchman, CSc., prof. PaedDr. Slávka Kopčáková, PhD.; doc. Mgr. Sandra Zákutná, PhD.*

Date of last change: 9.2.2022**Approved by:** *prof. Mgr. Vladislav Suvák, PhD.*

COURSE DESCRIPTION

University: <i>University of Prešov</i>	
Faculty: <i>Faculty of Arts</i>	
Code: 1IFI/SSETSF/22	Course title: <i>Ethics (Compulsory optional course)</i>
Type, scope and method of educational activity: <i>Course of the state exam.</i>	
Number of credits: 5	
Recommended semester: <i>5th – 8th</i>	
Study degree: <i>3rd</i>	
Prerequisites: -	
Conditions for passing the course: <i>The state exam.</i> <i>Classification:</i> <i>A: 100 – 90 %</i> <i>B: 89 – 80 %</i> <i>C: 79 – 70 %</i> <i>D: 69 – 60 %</i> <i>E: 59 – 50 %</i> <i>FX: 49 and less %</i>	

Learning outcomes:

After completing the course, the student is able to:

Basic knowledge:

- characterize models of ethics and morality in history and today;*
- describe the ethical and moral problems of the present, especially in the field of applied and professional ethics;*
- recognize trends in the development of philosophical, applied and professional ethics at present in Slovakia and in the world;*
- explain and argue the importance of the study of ethics for the needs of solving current problems of social and economic practice;*

Basic skills:

- explain the relationship of man as a moral subject to other moral objects, including extraterrestrial beings;*
- present general models of the history of ethical thinking in Slovakia and in the world;*
- evaluate the consequences of the current development of science, technology and technology for philosophical, applied and professional ethics;*

Basic competences:

- organize, plan and allocate resources;*
- cooperate with other people;*
- formulate his / her opinion on the assessed issue, which is based on the line of evaluation of the philosophical relationship between the thinkers of individual periods;*
- evaluate information;*
- work with data and prepare information;*

Course content:

- Systematic ethics. Contemporary ethical theories. Applied and professional ethics. History of ethical thinking in Slovakia and in the world.*
- Forms of the basic conceptual apparatus of philosophical ethics in contemporary ethics and their application to the problems of the development of applied, resp. professional ethics at present. Problems of social and political ethics in the contemporary world and in Slovakia, their reflection in contemporary ethical theories.*
- Ethical and moral problems of the present in historical-philosophical reflection.*

Recommended literature:

- Bilasová, V. - Žemberová, V. 2005. Z prienikov filozofie, etiky a literatúry. Prešov: Filozofická fakulta.
- Gluchman, V. 2021. Knowledge and morality in Kundera's novel *The Farewell Waltz*. In: *Studies in East European Thought*, 73(4), s. 391–406.
- Gluchman, V. 2020. Filozoficko etická reflexia Kunderovho románu *Valčík na rozlúčku*. In: *Filozofický časopis*, 68(1), s. 111–120.
- Gluchman, V. 2019. The literary works as a code of ethics in Great Moravia. In: *Ethics & Bioethics (in Central Europe)*, 9(3–4), s. 106–118.
- Gluchman, V. 2017. Martin Kukučín as a "Practical Philosopher". In: *Zeitschrift für Slavische Philologie*, 73(1), s. 141–158.
- Gluchman, V. 2011. Martin Rázus: Literary and philosophical reflections on morality. In: *Journal of Religious Ethics*, 39(1), s. 151–172.
- Gluchman, V. 2006. Reflexie súdobej morálky v anglickej literatúre 19. storočia. In: *Filozofia*, 61(5), s. 403–423.
- Gluchman, V. 2003. Honoré de Balzac ako kritik súdobej francúzskej morálky a spoločnosti. In: *Filozofia*, 58(6), s. 409–425.
- Fotion, N. 2014. *Theory vs. Anti-theory in Ethics*. Oxford: University Press.
- Tugendhat, E. 2004. *Přednášky o etice*. Praha: Oikúmené
- Hare, R. M. 2001. *Myšlenie moralne. Jego plasczynny, metody i istota*. Warszawa: Aletheia
- Taylor, Ch., 2001. *Etika authenticity*. Praha: Filosofia.
- Černík, V.-Viceník, J. 2004: *Problém rekonstrukcie sociálnych a hmanitných vied*. Bratislava: Iris.
- Szapuová, M.-Nuhlíček, M.-Chabada, M. (eds.) 2019. *Veda, spoločnosť, hodnoty*. Bratislava: UK.
- Balogová, B.- Bilasová, V. 2020. *Vybrané metodologické otázky výskumu v sociálnej práci*. Prešov: PU.
- Kalajtzis, J., 2019. Morálne kontexty v diele Pavla Kyrmezera. In: *Morálka v kontexte storočí*. Prešov: Filozofická fakulta.
- Kalajtzis, J., 2019. Etické a filozofické prvky v tvorbe Jonáša Záborského. In: *Etické myslenie minulosti a súčasnosti (ETPP 2019/20): etika na Slovensku a v Európe (1751-1850)*. Prešov: Prešovská univerzita v Prešove.
- Smreková, D. – Palovičová, Z., 2009. *Dvojznačnosť etických pojmov*. Bratislava: Filozofický ústav SAV.
- Sťahel, R., 2015. Environmentálna zodpovednosť a environmentálna bezpečnosť. In: *Filozofia* (70), 1, s. 1 – 12.
- Sťahel, R., 2019. *Pojem krízy v environmentálnom myslení*. Bratislava: IRIS.
- Sťahel, R. – Suša, O., 2016. *Environmentální devastace a sociální destrukce*. Praha: Filosofia.

Other recommended literature is derived from the topics of students' dissertations.

Required language: Slovak and English

Notes: -

Course evaluation:

Number of students evaluated: 0

A	B	C	D	E	FX
0%	0%	0%	0%	0%	0%

Lecturer: *prof. Mgr. Vladislav Suvák, PhD.; prof. PhDr. Viera Bilasová, CSc.; prof. PhDr. Vasil Gluchman, CSc., prof. PaedDr. Slávka Kopčáková, PhD.; doc. Mgr. Sandra Zákutná, PhD.*

Date of last change: 9.2.2022

Approved by: *prof. Mgr. Vladislav Suvák, PhD.*